

# Languages: Interdisciplinary Project (Advanced Higher) Assessment Support Pack





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## **Section 1**

### **About this Assessment Support Pack**

## About this Assessment Support Pack

This Assessment Support Pack provides guidance on approaches to delivery and assessment of the Unit, Languages: Interdisciplinary Project (Advanced Higher).

It should be read in conjunction with the Unit Specification, Languages: Interdisciplinary Project (Advanced Higher).

The Assessment Support Pack gives examples of assessments that are valid, reliable and practicable which correspond to the standard of performance expected of candidates contained in the Unit specification. It also provides examples of templates that could be used by candidates to assist them with the planning of, and reflection on their Interdisciplinary Project.

The Assessment Support Pack can be used in a variety of ways including, for example:

- to generate evidence which demonstrates that candidates have achieved all cognitive and generic skills across the three stages of the Unit
- to provide exemplification of the standard of performance expected of candidates achieving the Unit, ie as a benchmark
- to help centres customise assessment tools for the Unit
- to give teachers/lecturers/assessors new ideas
- to use as a staff development tool.

It is important to emphasise that the content of this Assessment Support Pack is accessible to everyone.

Centres are encouraged to devise their own assessment tools and verify their suitability through their own internal quality assurance procedures. An effective internal quality system should be in place within the presenting centre.

### Recommended reading

Before using this Assessment Support Pack, it is recommended that centres read the following documentation:

- Unit Specification, Languages: Interdisciplinary Project (F784 47)
- Arrangements Document for the Scottish Languages Baccalaureate (G9CW 47).

In addition, centres may find the following documentation useful:

- *Guide to Assessment (AA4147)*
- *SQA's Quality Framework: A guide for centres (FA1595, March 2006)*
- *Introduction to Assessment Arrangements (FA4378, November 2008)*
- *SQA Guidelines on e-assessment for Schools (BD2625, June 2005).*

Details of these and other publications are available on SQA's website. Most publications can be downloaded free of charge at [www.sqa.org.uk](http://www.sqa.org.uk) on the 'Publications, Sales and Downloads' section. If you require a publication to be sent to you, please telephone our Customer Contact Centre on 0845 279 1000.

## **Section 2**

### **About the Interdisciplinary Project**

## About the Interdisciplinary Project

The prime focus of the Interdisciplinary Project is the development of cognitive and generic skills which will assist the candidate to: advance as an independent learner; increase confidence; develop own learning and improve career prospects.

These skills will help candidates to tackle complex areas and also to contribute to a wider and deeper understanding of the role these skills can play. This is why they are valued so highly by education and industry.

The Interdisciplinary Project allows candidates to apply and extend their learning in a contemporary context, either as a stand alone qualification or as part of the Scottish Baccalaureate in Languages. Candidates should select a project and design their own experience in which to further develop their skills and abilities as a successful independent learner. In carrying out the project they should further develop specific cognitive and generic skills that they will need to be successful in life, future learning and work.

Candidates will be assessed on their ability to plan, manage, complete and evaluate their project and their own learning/skills development. While the assessed skills are not based on subject content, it is important that the assessor is competent in evaluating the application of subject skills and also the process adopted.

Candidates may wish to undertake the Interdisciplinary Project as part of a group. However each individual candidate must clearly define his/her roles and responsibilities and must demonstrate an appropriate level of participation in all three stages of the project. In order to pass the Unit each individual candidate must complete all five pieces of mandatory evidence and achieve the evidence criteria for a C Grade pass.

## **Section 3**

### **Cognitive and generic skills**

## Cognitive and generic skills

Some of the ways in which candidates may demonstrate the cognitive and generic skills that are developed and assessed through the Interdisciplinary Project are outlined below.

### Application of subject knowledge and understanding

- Think about practical uses for the language(s) they have learned.
- Build these ideas into meaningful and realistic contexts, chosen from one or more of the Broad Contexts (*citizenship, economic development, employability, enterprise and sustainable development*).
- Plan how they can use their knowledge of languages effectively as part of a successful project.
- Use languages to help them carry out various aspects of the project.

### Research skills – plan, research, analyse and evaluate

#### Plan

- Define the research subject by identifying its scope and key concepts.
- Define the research process by identifying tasks and creating a schedule.
- Show initiative in choosing methods of research eg contacting companies, surveys, focus groups, experimentation.
- Identify and use relevant tools, resources and contacts for the research process.

#### Research

- Carry out research from a variety of sources.
- Keep records and notes on strategies, sources, tools and resources used.
- Adopt a referencing methodology (where appropriate).

#### Analyse

- Analyse the usefulness and reliability of materials gathered and resources consulted.
- Return to the research stage as necessary.

#### Evaluate

- Evaluate the research process.

## **Interpersonal skills – negotiate and collaborate**

- Consider other people's views/feedback.
- Discuss issues of concern, seeking resolution where needed.
- Adjust approach in response to a situation/environment.
- Have positive self belief.
- Be confident enough to offer and ask for support.

## **Planning – time, resource and information management**

- Estimate timescales and set milestones (targets).
- Monitor/record progress using tools such as schedules, diaries, logs and calendars to help completion of activities.
- Consider any probable barriers to achievement and take steps to minimise them.

## **Independent learning – autonomy and challenge in own learning**

- Use skills responsibly to make things happen.
- Take the initiative to establish links with other learning environments/opportunities.
- Look for challenges and don't necessarily take the easy option.

## **Problem solving – critical thinking; logical and creative approaches**

- Generate and explore ideas to support the project.
- Use creative approaches such as lateral thinking.
- Use logical, step by step thinking approaches.
- Consider how a situation may have arisen and possible contributory factors.
- Think critically about possible actions/changes that would improve the situation.
- Analyse points of view in source materials in order to support findings from the research eg flaws in the reasoning; relevance; reliability; supporting evidence; credibility of sources of evidence.

## **Presentation skills**

- Choose appropriate formats and apply effectively eg written, oral, video, multimedia.
- Consider the target audience, the layout, structure, degree of formality of the presentation.
- Gather, select and include relevant information or ideas, emphasising the main points.
- Present information/ideas/reflections with supporting detail in a logical order, reaching a reasoned conclusion.

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

- Ask for feedback and deal positively with praise, setbacks and criticism.
- Reflect on the experiences and feedback from others to assess the development of the knowledge, skills and understanding.
- Learn from the experiences and use to inform future progress.

## **Section 4**

### **Broad contexts**

## Broad contexts

The project must explore and bring out the relevance of languages in one or more of the broad contexts of citizenship, enterprise, employability, economic development, sustainable development. The following definitions are provided as guidance.

### Citizenship

The exercise of rights and responsibilities within communities at local, national and global levels; and making informed decisions, and taking thoughtful and responsible action, locally and globally.

Education for citizenship in Scotland, Learning and Teaching Scotland 2002

### Enterprise

- Develop enterprising attitudes and skills through learning and teaching across the whole curriculum.
- Experience and develop understanding of the world of work in all its diversity, including entrepreneurial activity and self-employment.
- Participate fully in enterprise activities, including those which are explicitly entrepreneurial in nature, and in which success is the result of 'hands-on' participation.
- Enjoy appropriately focused career education.

Determined to succeed, Scottish Government, 2002

### Employability

A set of achievements – skills, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations.

Learning to work: enhancing employability and enterprise in Scottish further and higher education, Scottish Funding Council 2007

### Economic development

The development of economic wealth of countries or regions for the well-being of their inhabitants. From a policy perspective, economic development can be defined as efforts that seek to improve the economic well-being and quality of life for a community by creating and/or retaining jobs and supporting or growing incomes and the tax base.

Wikipedia, December 2008

## **Sustainable development**

Development which secures a balance of social, economic and environmental wellbeing in the impact of activities and decision: and which seeks to meet the needs of the present without compromising the ability of future generations to meet their own needs

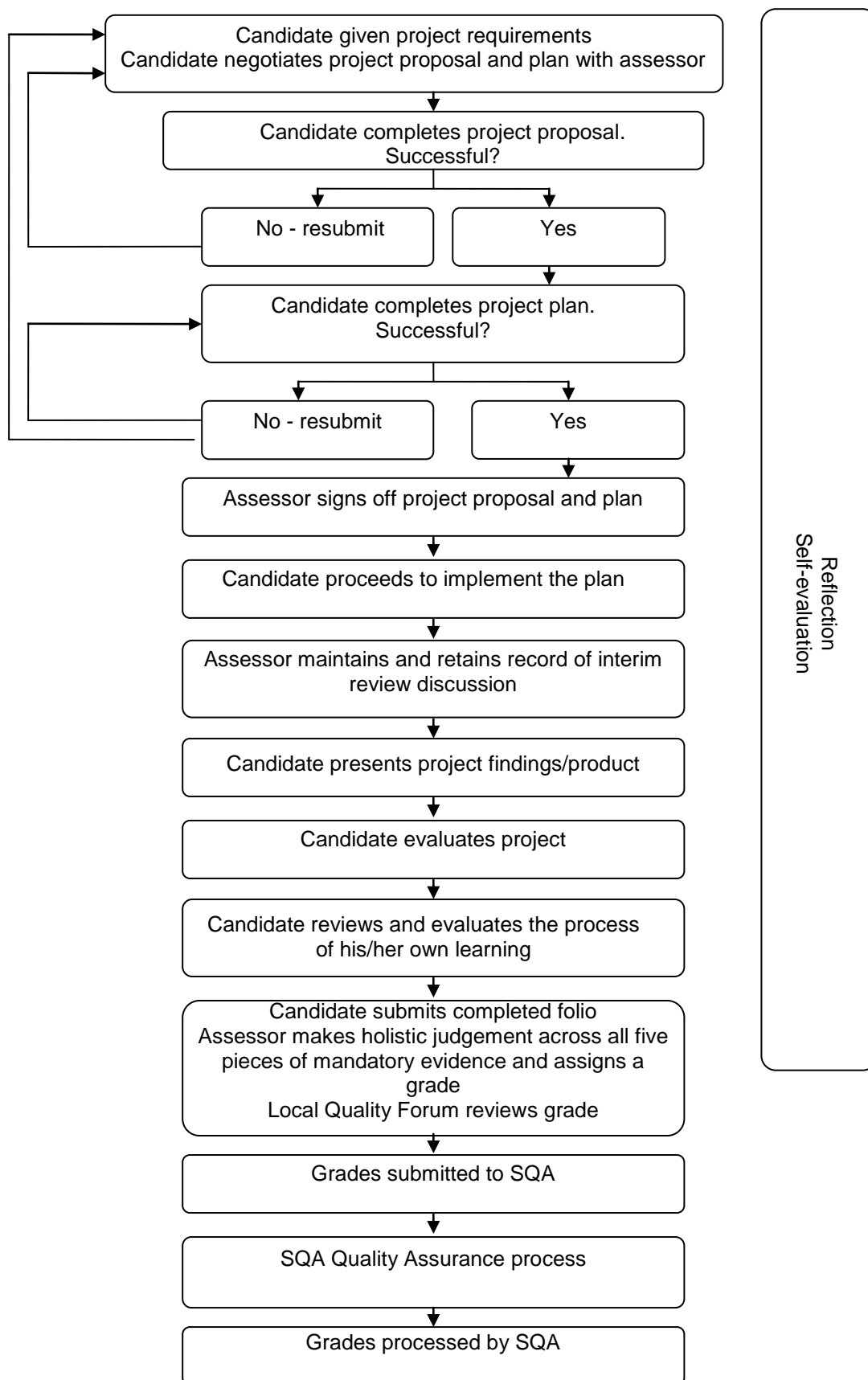
Best Value guidance, Scottish Government, 2004

## **Section 5**

### **Overview of process**

## Overview of process

The flowchart provides an overview of the process undertaken while carrying out the project.



Reflection  
Self-evaluation

## **Section 6**

### **Project requirements**

## Project requirements

The information below sets out the requirements of the Interdisciplinary Project. This information should be given to candidates for reference before they consider the interdisciplinary project.

### Project requirements – Information for candidates and assessors

The project you choose must be an investigation or a practical assignment. It should be of personal/career interest to you and will provide you with opportunities to do the following:

- link with and work within different and less familiar learning environments to support the project.
- Use your knowledge and understanding of science and other areas of learning across the curriculum in one or more of the following broad contexts:
  - employability
  - enterprise
  - citizenship
  - sustainable development
  - economic development.
- Make connections between subject knowledge and the wider world.
- Develop the following cognitive and generic skills:
  - **application** – of subject knowledge and understanding
  - **research skills** – analysis and evaluation
  - **interpersonal skills** – negotiation and collaboration
  - **planning** – time, resource and information management
  - **independent learning** – autonomy and challenge in own learning
  - **problem solving** – critical thinking; logical and creative approaches
  - **presentation skills**
  - **self evaluation** – recognition of own skills development and future areas for development.

Your project proposal and plan can be presented electronically, orally or as a written submission.

Evidence of achievement should be organised in a folio or e-portfolio which contains five mandatory pieces of evidence. These are:

- project proposal
- project plan
- presentation of project findings/product
- evaluation of project
- self-evaluation of generic/cognitive skills development.

**Assessors should ensure that they fully complete the Assessor Report along with the final grade and include this with the candidate evidence.**

Evidence in the folio may be presented in any suitable recorded format including e-evidence.

### **Group projects**

You may wish to undertake the Interdisciplinary Project as part of a group. **Each** member of your group must clearly define his/her roles and responsibilities and must demonstrate an appropriate level of participation in all five stages of the project.

You must complete all five pieces of mandatory evidence **individually**, with reference to your **own** work on the project and **your** individual skills development. However, when working as part of a group it is expected that you would make reference to collaborative work you have undertaken, emphasising your role in the project.

## **Section 7**

### **Guidance on learning and teaching approaches**

# Guidance on learning and teaching approaches

## Context for delivery

The Interdisciplinary Project is designed to provide opportunities for personal development through combining and applying a range of skills and knowledge and through exposure to less familiar learning environments. The Interdisciplinary Project should be seen as an experiential rather than a taught programme with the teacher/lecturer acting as a facilitator throughout and the candidate taking ownership of their project.

Candidates may wish to undertake the Interdisciplinary Project as part of a group. However each individual candidate must clearly define their own roles and responsibilities and must demonstrate an appropriate level of participation in all three stages of the project. In order to pass the Unit each individual candidate must complete all five pieces of mandatory evidence and achieve the evidence criteria for a C Grade pass

## 1 Introduction to the skills base (cognitive and generic skills)

It will be important to have a well-planned induction to this Unit to ensure that candidates are fully aware of its nature and purpose. Time should be spent at the outset, introducing the candidates to the importance of the cognitive and generic skills valued by employers and Higher Education. This could be done using speakers from Higher Education and/or industry, but equally could be done by teacher/lecturer delivery and discussion.

Induction to the Unit should also establish clearly the contexts in which the project could be set and the terms of the project requirements. Timescales, responsibilities and constraints should be discussed and understood at the outset. Candidates should be encouraged to explore the range of opportunities available to them and to develop creative ideas before finally working on an appropriate project proposal and plan. They should also be encouraged to set themselves personal challenges and to site their project clearly within an area of personal or career interest. The importance of self-motivation, autonomous learning and self-management should be stressed.

It may be useful at this stage to spend some teacher/lecturer-led time or self-directed time considering project management skills and identifying other skills areas where the candidate may wish to seek additional advice or mentoring eg from specialist or online resources. It is important at this stage to discuss with candidates the range of presentation methods that might be suitable for their project eg demonstration, presentation software, website, written and/or oral report, piece of drama, recording, wiki, blog or a combination of methods.

It will also be helpful for the candidate to carry out and note an informal self evaluation of the specified cognitive and generic skills. This would provide a base line for comparison towards the end of the project when a formal self evaluation of development in these skills has to be made.

## **2 Project planning phase**

Stage 1 of the project will involve considerable teacher/lecturer support and discussion with candidates. This is necessary to guide candidates in their choice of an area which interests them within one or more of the broad contexts (employability, enterprise, sustainable development, citizenship, economic development), and will help them to be clear about the project's aims and objectives. This discussion will also highlight to candidates what the purpose of the project is, what it will bring to them individually in terms of their skills development and how they might plan to do it, including where they might access different learning environments.

At the very early stage of the project candidates should be supported by teacher/lecturer in open dialogue which may help them deal with difficult areas eg setbacks, timings, establishing viable scope of the project. This phase of formative work will encourage the skills development needed throughout the project.

It is important to note that assessment is holistic and therefore summative assessment and the overall grade should not be considered until Stage 3 where candidates have had the opportunity to demonstrate their experiential learning and the generic and cognitive skills.

### **(a) Assessment plan**

Identification of submission dates for the project proposal, plan, presentation and the final folio of work should be discussed with candidates in the initial stage of the project. These dates should be built into the assessment process.

The assessment process should be explained and discussed with candidates so they are clear about what is expected of them.

### **(b) Project proposal**

The project proposal must be considered suitable by the teacher/lecturer to meet the requirements of the Unit. The project must be achievable within the time available. The teacher/lecturer must acknowledge agreement of the proposal before the candidate proceeds to the planning stage. The candidate can be given an opportunity to revisit the project proposal and resubmit where appropriate.

### **(c) Project plan**

Teachers/lecturers may be required to provide candidates with varying levels of support depending on each candidate's cognitive and generic skills. The support should be in form of prompts, suggestions and questioning. The candidate can be given an opportunity to revisit the project plan and resubmit where appropriate.

Teachers/lecturers should be satisfied at project approval stage that proposed work settings will provide candidates with access to appropriate resources and support and that appropriate centre partnership arrangements, where necessary, are in place.

### **(d) Resubmission/reassessment**

Candidates should not proceed to Stage 2 until the teacher/lecturer considers the project to be viable.

Time is allowed at the initial stage within the Unit for dialogue, feedback and resubmission of the project proposal and the project plan. Where candidates have not presented a viable plan, they should be encouraged to remediate and resubmit.

SQA's advice is that there should normally be one resubmission opportunity, or in exceptional circumstances two. In some cases candidates may be required to resubmit original work which has been revised to take account of earlier weaknesses. In other cases, candidates may be required to provide a new project proposal and/ or plan. In all cases, evidence from the original submission should be used for formative purposes prior to resubmission.

## **3 Implementation of project**

Once the project proposal and plan have been approved by the teacher/ lecturer, the candidate will carry out the work independently. Candidates will be expected to take initiative, and to carry out and monitor their agreed plans. They will be expected to manage time, resources, links and relationships effectively throughout and to take a problem solving approach, re-prioritising when necessary.

Candidates will also be expected to set up information management systems in order to handle and organise complex information. This could involve, for example, a manual system, an e-portfolio, electronic office, webhosting and/or a referencing system.

It is important throughout the project that the candidate builds in time for reflection, actively seeking feedback from peers, specialists, teacher/lecturer and others, taking stock of progress and noting significant learning points in terms of self-development.

It is equally important that the teacher/lecturer allocates time to discuss progress and give feedback to the candidate on a one-to-one basis throughout the project. However, part of the challenge in this Unit is that the candidate will take a high degree of responsibility and ownership of the project and its management. The teacher/lecturer should not take a directive role or make frequent interventions.

During implementation, candidates are expected to further develop problem solving skills such as how to manage conflicting demands and deal with setbacks. They may not always choose the most appropriate actions first time but with reflection, would demonstrate their learning through selection of better/alternative courses of action. These should be apparent and explicit actions rather than 'I realised, so next time I will...' statement of intent.

Working collaboratively and constructively with others, eg peers, teachers, employers, supervisors or college tutors, will be an integral part of the process and candidates should be encouraged to consider the importance of developing effective interpersonal skills. It will also be important, where partners are involved in delivering and supporting the project, that regular opportunities are identified to share feedback on candidate progress.

Candidates who, with the approval of their centre, carry out project work in a workplace, community base, other educational institution or virtual community, should have clear guidance provided to them on partnership arrangements and roles and responsibilities. This guidance should include health, welfare, safety, communication and confidentiality issues.

In the final stages of the project, there may be the opportunity for candidates to deliver their project presentation to a variety of audiences eg peer groups, colleagues across partner organisations, involving them where appropriate. Sharing the learning with others and being open to their feedback could help to inform the final evaluation of their project and the self evaluation of their cognitive and generic skills development.

#### **4 Evaluation of the project and self evaluation**

When evaluating the project, candidates must include an evaluation of the project process (planning and implementation) in addition to an evaluation of the project findings/product. This should be done in terms of strengths, weaknesses and learning points.

SQA's advice is that for each piece of evidence there should normally be one resubmission opportunity, or in exceptional circumstances two. In some cases candidates may be required to resubmit original work which has been revised to take account of earlier weaknesses. In all cases, evidence from the original submission should be used for formative purposes prior to resubmission.

## 5 Opportunities for developing Core Skills

The project stages of planning, applying and evaluation provide ample opportunity for development of each component of Problem Solving. Within the project itself it is likely that there will be many concurrent strands which require careful thought and management, with creative approaches to possible solutions. Considerable evaluation through reflection and feedback from others on all aspects of the project is part of the assessment.

There are opportunities for using and developing communication skills when negotiating with teachers, tutors and peers, reading complex documents, presenting complex information to others and presenting and discussing project outputs. These opportunities are typical of communication tasks in the workplace and in Further or Higher Education.

Candidates should ensure that relevant information is presented clearly and coherently, including any specialist forms, with attention to spelling, punctuation and grammar which helps the meaning to be clear to the degree and accuracy expected in professional workplaces. When presenting information, candidates should use appropriate, accurate and recognised referencing systems, eg bibliographies, webographies, citation.

Working cooperatively with others is central to this Unit, as negotiation of learning environments, use of resources, context of theme and feedback from others all rely on cooperative and interpersonal skills. It is likely that other people's roles, feelings and behaviours will require to be taken into account as the project activity progresses.

Managing information systems provides a good opportunity to develop ICT skills through use of an e-portfolio to store and present information. It is likely that candidates will access electronic information from a range of sources related to both the theme chosen and/or specialist science at the planning and implementing stage of the project. In addition, in presenting information, multi-media software packages and specialist software packages provide further opportunities for creative approaches in using ICT.

**NB** When accessing information candidates are expected to follow centre guidelines and etiquettes already established for using web sources. This would include any legal compliance in for example downloading, copyright or privacy.

## **Section 8**

### **Guidance on approaches to assessment**

## Guidance on approaches to assessment

In this section of the Assessment Support Pack reference is made to the assessor of the Units. In many cases the teacher/lecturer facilitating the Unit will be the assessor. However, in some cases, a teacher/lecturer who was not the primary facilitator, but who has relevant competence in the project or the project process, may be an assessor. It is possible that, due to the interdisciplinary nature of the project, several assessors may be involved in assessing one project.

As an assessor you will make a holistic judgement across all five pieces of mandatory evidence required for the Unit. The standards of competence and grade criteria given in the Unit specification will allow assessors to evaluate the strengths and weaknesses of each piece of evidence before arriving at a judgement of the project overall. This should not be a 'tick list' approach to assessment but an overall evaluation using the grading criteria.

Formative assessment is particularly useful at the beginning of experiential learning. Assessment of skills and their application through the project should be considered when candidates have had the opportunity to develop skills which they can apply again. This approach of self-regulation may be new to candidates (and assessors) and is based on a shared understanding of standards.

Candidates should refer to the grading criteria contained within the assessment checklist before submitting the project proposal. The assessor should look at the same checklist to identify where the criteria have been demonstrated for the proposal and use the comments box in the proposed template to record and discuss with the candidate the criteria that have been met. Where criteria have not been met, this also should be recorded as candidate feedback. The candidate should then be given the opportunity to resubmit the project proposal taking on board the feedback. When the candidate re-submits the project proposal the assessor reviews their original comments to check feedback has been addressed. It is at this point that the assessor should consider the potential to proceed to the project plan.

The same process should be repeated for the project plan. Should the project plan indicate that the project is not viable, the candidate should be given the opportunity to reflect, amend and resubmit.

A copy of the project proposal and plan should be signed and retained by the assessor as a record of negotiation of evidence that the candidate has successfully prepared and presented a suitable project proposal and produced a justified a workable plan, ready for implementation.

Skills of planning and adjusting actions in response to changing circumstances should be ongoing and evidenced throughout the project. Skills development, for example through managing risk and exploring new options, should be evidenced throughout and assessed towards the end of the project. Ample opportunity should be given to candidates to learn from their new experiences and to show any relevant change.

It is recommended that candidates have an opportunity to rehearse/draft the presentation of project findings/product.

The submitted findings/product should be evaluated by the candidate before any assessor feedback is given in order to avoid influencing the candidate's own evaluation.

Once all five pieces of mandatory evidence have been assessed, a holistic judgement across all five pieces of evidence should be made.

To award an overall grade, the assessor should refer to the following:

- A indicative of a highly competent performance across the five pieces, with all pieces meeting all additional Grade A criteria
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work which meet 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.

## **Section 9**

### **Exemplification**

## Exemplification

This section provides extracts of evidence from two candidates across the five mandatory pieces of evidence.

Example A exemplifies Grade A criteria. Example B exemplifies Grade C criteria.

The extracts of evidence include the following:

- project proposal that meets the project requirements
- project plan with milestones
- progress log (informs interim report/presentation headings and final evaluation).
- interim review
- evaluation of the project
- self evaluation of generic and cognitive skills development
- assessment checklist.

**NB** Although these exemplars use a previous version of the templates, they are still useful in terms of exemplifying the national standard. Examples of real candidate projects can be found on the Scottish Baccalaureate web pages [www.sqa.org.uk/baccalaureates](http://www.sqa.org.uk/baccalaureates)

## Example of Grade A

# Languages: Interdisciplinary Project

## Proposal

<b>Candidate name</b>	Hazel Worthy								
<b>SCN</b>									
<b>Centre name</b>	Carnegie High School								
<b>Assessor name</b>	John McDonald								
<b>Project title</b>	Languages DO mean business!								
<b>Project outline (what it is I want to do and how will I go about it)</b>									
<p>The aim of this project is to research to what extent local companies use languages in the promotion of their products or services abroad and their success. I am concerned that language development is not valued enough in society and I hope to show that languages have a major contribution to make in the world of business.</p> <p>This proposal sets out the following objectives:</p> <ul style="list-style-type: none"><li>• identify a representative number of local companies and to research the promotion of their products or services abroad</li><li>• carry out a survey of the companies' use of languages and the impact this has on productivity, profitability and growth</li><li>• present reasoned conclusion and recommendations based on individual research and investigative findings.</li></ul>									
<b>Reasons for choosing this project (eg personal interest, future plans, links to other subjects I am studying/have studied)</b>									
<p>This project is of particular interest to me as I intend to pursue a career in languages and to study at University, following my studies in S6. I have discussed with my tutor the types of projects I could undertake and I have presented a mind map and SWOT analysis of the various options I took into consideration.</p> <p>This project is of particular interest to me as I will be able to embark on local research with local companies at a time when the economic climate is in a downturn and of such significant importance. I will be able to investigate how local companies use languages to promote their products and services as part of a global community and consider the impact this may have on productivity, profitability and growth.</p>									

I have targeted a number of local companies and prepared a powerpoint presentation to deliver as part of an initial briefing meeting with company representatives to explain the purpose of the project/investigation. A number of HR departments have expressed a strong interest in the investigation and are keen to discuss with me their particular interests and goals for the project. I am really excited about the opportunity to work with local companies to consider how languages are applied in their business and the benefits that this can bring to both the local and wider community in terms of the global economy. This project will help me to consider employability and economic development in a broad context and the likely implications of these for the future.

In carrying out this project I will use my knowledge of Languages, Business, ICT and Numeracy.

**How will this project allow you to use your target language(s)**

Producing standardised templates/questionnaires and a variety of spoken and written communications to obtain information eg email, letters, PowerPoint presentation(s), internet/company research, meetings and records.  
Contacting local companies and their international partners in the global economy.

**The broad context this project will cover is:**

- Citizenship
- Enterprise
- Employability
- Economic Development
- Sustainable Development.

**Learning environments I will access are**

I am fully aware of establishing through my own centre, the right kind of learning environment for me to undertake an appropriate languages based investigation. First and foremost I will access specialist staff and learning resources within my own centre with specific links to the library and use of ICT.

A major part of the investigative project will be carried out in partnership with other learning environments such as establishing links and working with local companies.

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

- **Application of subject knowledge and understanding.** I feel that although I am fairly confident in my language skills I know that there is room for improvement and my confidence could be further increased the more I use my language skills in conversations and research.
- **Research skills – analysis and evaluation.** I am looking forward to carrying out my research and analysing the results as I think this kind of activity is something I can do well, although I have not previously undertaken research activity on this scale before.
- **Interpersonal skills – negotiation and collaboration.** This is an area where I think I could improve my skills, particularly when dealing with adults in a professional setting as this will be a new environment for me.
- **Planning – time, resource and information management.** This is another area where I hope to improve my skills as I have in the past sometimes struggled to organise my time as effectively as I could have.
- **Independent learning – autonomy and challenge in own learning.** I am looking forward to this challenge and working on this project will help me develop my skills for University.
- **Problem solving – critical thinking: logical and creative approaches.** This is an area where I should do well and hope to further develop my skills particularly in planning for contingencies and resolving problems if or when they actually happen.
- **Presentation skills.** Although I feel confident I will be able to evaluate the information I will collect I am not sure at present how I will best present this information however I would like to investigate methods I have not used before.
- **Self evaluation – recognition of own skills development and future areas for development.** I plan to keep a diary throughout my project and am hoping this will help with my self evaluation as I have not had to undertake this before.

**Assessor comments**

Hazel, you have chosen a very interesting, well thought out proposal with lots of potential and which fully meets the project requirements. I will be particularly keen to see how your project proposal adapts to the emerging issues raised with your local employers.

<b>Proposal approved</b>	YES	<b>Further work required</b>	
<b>Candidate signature</b>	<b>Date</b>		
<b>Assessor signature</b>			

## Languages: Interdisciplinary Project

### Plan

<b>Candidate name</b>	Hazel Worthy								
<b>SCN</b>									
<b>Centre name</b>	Carnegie High School								
<b>Assessor name</b>	John McDonald								
<b>Project title</b>	Languages DO mean business!								
<p><b>Is this a group project?</b>    yes <input type="checkbox"/>                    no <input checked="" type="checkbox"/></p> <p><b>If a group project, what will your role or responsibilities be?</b></p>									
<p><b>Planning – state how you are going to meet the agreed objectives of your project</b></p> <p><b>Objective 1 – Identify a representative number of local companies and to research the promotion of their products or services abroad.</b></p> <p>I intend to draw up a list of local companies which I will use in discussion with Business Gateway with a view to establishing a priority list for me to use when contacting companies. If this does not work out successfully my backup plan will be to get all companies on the list to complete a short questionnaire which should establish priority to those with established languages connections and those without. I have already established links with the school business department to discuss research techniques and how to present an analysis of the findings. My plan is to draw up a short list of companies and to produce a visual presentation of their associated products and services abroad which will be investigated (slide show/ PowerPoint/graphical presentation).</p> <p><b>Objective 2 – Carry out a survey of the companies' use of languages and the impact this has on productivity, profitability and growth.</b></p> <p>It is anticipated that in meeting this objective a sustained amount of time will be spent in the targeted work environments getting to know staff, the products and services and the company as an organisation. A major focus will be to consider the company business plan and other company documents (approved to access) with specific emphasis on the use of languages and the effect this is having on productivity, profitability and growth both now and in the future.</p>									

I will use my languages skills to develop survey templates and questionnaires for my chosen companies and their international partners. This will help me to find out how the use of languages in their routine business practice, impacts on their success and growth.

Based on my findings, I will report on the current situation and illustrate the contribution languages can make to successful business practice and how other businesses could learn from their success.

**Objective 3 – Present reasoned conclusions and recommendations based on individual research and investigative findings.**

- Use of primary and secondary research techniques to present reasoned conclusions.
- Relevant and detailed planning throughout all stages of the project.
- A detailed analysis of all the factors involved which had an impact on the project.
- Presentation of investigative findings in a folio or e-portfolio
- Identified adjustments to the plan.
- Identification of evaluation criteria to determine own development needs.

**Resources (people, materials, places)**

I anticipate that I will need access to the following resources:

- an identified link person in my chosen local companies and their international partners
- access to local business directories through information provided by organisations such as: Scottish Enterprise, Scottish Centre for Information on Language Teaching, Careers Scotland and Business Gateway
- resources linked to external agencies such as 'L'Alliance Française' and foreign consulate(s) as appropriate
- Library, Internet, company publications
- ICT access within the school and at home to produce my e-folio and presentation as well as to plan timescales against project steps and to monitor and record my progress.

In addition:

- access to a Foreign Language Assistant.

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

I intend to use secondary research from sources in several languages through the use of web based research to inform primary research conducted through interviews (face-to-face and telephone), surveys and questionnaires. From these results, I will analyse my findings and use this as the framework for my presentation to support my initial project aim.

**Presentation**

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

Senior Pupils in my School.  
Schools in the Local Authority.  
Local Businesses.

- **What methods are appropriate to your audience (for example demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination)**

I intend to present an e-portfolio of my project findings. I am keen to consult with local companies how best to present my e-portfolio. I anticipate that I will include associate website links, oral and written reports, company profiles and international links. The power point presentation will include the parts of the interviews with company employees which will showcase the benefits of the use of languages in the business world.

**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)**

Progression of the project is totally dependent on the willing collaboration and timely responses to surveys, questionnaires and requests for interview from chosen companies (both local and international).

It also relies on languages actually being used by local companies.

**Contingencies**

**Any anticipated problems?**

Difficulty in contacting local companies

Difficulty in contacting foreign partner

Delays in responses

**What plans do you have to overcome the anticipated problems?**

Restrict or widen scope of company search

Enlist help of company contact to establish links

Review timescales

**Method for recording own skills development and future areas for improvement**

I intend using a progress log for keeping an on-going detailed and accurate record of activities completed, skills used and to monitor how my skills are developing as the project progresses.

**Assessor comments**

Your plan clearly reflects your project proposal with well thought out ideas of process and you have built in some very sound contingencies.

<b>Plan approved</b>	Yes	<b>Further work required</b>	
<b>Candidate signature</b>			<b>Date</b>
<b>Assessor signature</b>			<b>Date</b>

## Languages: Interdisciplinary Project

### Progress log

<b>Candidate name</b>	Hazel Worthy								
<b>SCN</b>									
<b>Centre name</b>	Carnegie High School								
<b>Assessor name</b>	John McDonald								
<b>Project title</b>	Languages DO mean business!								
<p><i>Use this form to record progress with your project. Keeping an ongoing record will help prepare you for progress meetings with your teacher/lecturer, your presentation and final evaluation. Things you might want to record are:</i></p> <ul style="list-style-type: none"> <li><i>what you have done (eg from one week to the next)?</i></li> <li><i>what skills have you used and how you feel they have developed?</i></li> <li><i>if you are working in a group, what discussions you have had?</i></li> <li><i>any changes that you have (or will need) to make to your plans and reasons why</i></li> <li><i>what resources you have found/hope to find?</i></li> <li><i>any problems you are encountering and how you are resolving them</i></li> <li><i>what you are going to do next?</i></li> </ul>									
<b>October 2009</b>	<p><i>(This is an example of a page from Hazel's log)</i></p> <p>I have contacted 15 local companies and have identified that 5 of them use languages extensively.</p> <p>Established links with appropriate company representatives.</p> <p>Conducted 3 interviews through visits, one of which was recorded. I was able to get lots of useful information, both in English and French produced by each company.</p> <p>John Paul from company YYY has agreed to attend my presentation (date to be confirmed). I have started my research into how and why they use these languages and to what extent languages impacts on the growth and success of the companies.</p> <p>Meeting new people has developed my skills in negotiation and has increased my confidence. (refer to interview records in folio)</p>								

	<p>In the next couple of weeks, I intend to contact the companies' international partners and customers.</p> <p>I have found it difficult to get out and about as much as I would have liked due to transport difficulties. I am looking at ways to resolve this and hope to contact my tutor.</p>
<p><b>November 2009</b></p>	<p>I conducted an interview in French and Mme Dubois at ZZZ commented favourably on my use of French and said I would be an asset to the company!</p> <p>I made an appointment to speak to the Principal Teacher in the ICT Department to discuss my project investigation. She explained that she was too busy to give me much help but suggested I make contact with another student in the year group who is doing Advanced Higher Computing.</p> <p>Today (14/11/09) I had a 1-1 recorded tutorial with my tutor and I was really pleased with the feedback from my tutor. He thinks I am doing well and this has boosted my confidence.</p> <p>Templates and surveys have been designed with help from my Foreign Languages Assistant. All have been sent and some returns received. I have communicated by e-mail with 2 of the companies foreign partners which allowed me to use my French language skills.</p> <p>I have analysed export figures provided by the companies and I am beginning to notice a pattern!!!</p> <p>I had some difficulty communicating in French with the lady in XXX company but she was impressed by my efforts. (Recording included in folio).</p> <p>I managed to get school support with travel arrangements for the interview with the last 2 local companies.</p> <p>Scottish Enterprise have been most useful and helpful in suggesting pathways but to date, others have not responded. I have prepared an update to discuss with my tutor.</p>

<p><b>January 2010</b></p>	<p>I made contact with the sixth year pupil who is studying Advanced Higher Computing. He has been really helpful and he showed me how to play my recording through power point. We have worked together to identify ways of using animation to liven up my presentation.</p> <p>I have completed an analysis of all my findings and can now confidently demonstrate how languages can benefit a company's profit margin and increase the company's product appeal in international markets.</p>
<p><b>February 2010</b></p>	<p>Rehearsed the presentation with my tutor. I felt really nervous. My presentation didn't flow as well as it could, so I need to re-order my slides. I overdid the animation as it looked busy and not business like.</p> <p>I realised afterwards that there were things I wanted to say but forgot to mention them so I will need to add some additional bullet points. I decided to make contact with one of the company marketing departments to see if I could spend the day with them to seek some more advice and assistance to ensure I deliver a polished presentation.</p> <p>My tutor said he thought I did really well and that the first time was the most difficult.</p>

## Languages: Interdisciplinary Project

### Record of Interim Review to be completed by candidate and assessor

<b>Candidate name</b>	Hazel Worthy								
<b>SCN</b>									
<b>Centre name</b>	Carnegie High School								
<b>Assessor name</b>	John McDonald								
<b>Project title</b>	Languages DO mean business!								
<p><b>Describe what you have done so far and how it meets your plan (changes, successes, difficulties encountered, how you resolved issues, targets met)</b></p> <ul style="list-style-type: none"> <li>• Contacted 15 local companies and identified five companies who use French extensively. I decided to use French as the focus of my project.</li> <li>• Conducted three interviews so far, one of which I recorded to use for my presentation. I have recorded evidence in my folio of some useful information produced by each company to promote their products in both French and English.</li> <li>• I spoke with XXX (Marketing Director) and he has agreed to attend my presentation (date to be confirmed).</li> <li>• I found difficulties with transport arrangements to rural locations. I phoned my tutor to discuss this and he agreed on financial support for this. We had to organise private transport arrangements and I drew up a list of approved taxi providers (cheapest/highest cost) for the visit plan schedule.</li> <li>• I enjoyed designing the templates for my surveys and appreciated having access to the Foreign Languages Assistant.</li> <li>• I communicated by e-mail with two of the companies' foreign partners which allowed me to use my French language skills. I had some difficulty communicating with Marcelle from company XXX because she spoke very fast but she thought I spoke very well. (recorded evidence referenced in folio)</li> <li>• I received export figures from some of the companies and I have started to analyse them. I am beginning to notice a pattern.</li> <li>• Scottish Enterprise have been most useful and helpful in suggesting pathways but the other organisations I wrote to haven't got back to me yet.</li> </ul>									

### **What skills have you used and how far have they developed?**

- I used both primary and secondary research skills in carrying out my project. I have developed my subject knowledge of French and this has been of great benefit to me in my Advanced Higher studies. I have been able to speak in French with international companies and this has boosted my confidence greatly and encouraged me to apply to University to undertake a languages degree.
- Perhaps my biggest achievement has been in the development of my own self belief and self confidence. I have grown in my ability to develop my interpersonal skills especially my ability to recognise the difference between collaboration and negotiation. I have highlighted examples of this in my folio. I have included some witness testimonies from the company employees I have worked with during my project investigation.
- I have learned the importance to the company of the ability of the employee to problem solve. I understand the importance of critical thinking, and the value the employer places on the ability of the employee to problem solve using logical and creative approaches. One company had a scheme in operation which rewarded employees for their contributions to increased production.
- In the past, I have struggled with my organisational and time management skills but I now feel I have made great progress in these areas. I have found that keeping a personal log has really helped me to focus on what has to be done within time managed deadlines.

### **Next steps**

I agreed with my tutor which information I have received from local and foreign companies and other agencies that I should start to include in my project.

I have agreed to fix a date for the presentation and invite XXX from company YYY.

Agreed to set up a further meeting with the ICT department to finalise how to incorporate my interview recording into the power point presentation, following the suggestions from the company marketing director.

### **Assessor comments**

Hazel is on track to meet her milestones. There are still a few things to be done but she is monitoring this. I feel that she has greatly improved her interpersonal and organisational skills. She prepared for and handled this interview very well. Hazel's confidence is obviously growing and I am delighted she has taken initiative in using French in her project.

**Candidate comments**

I am finding this project really interesting and enjoy getting out of school. Although some companies have not yet replied, I feel I have enough to progress my project. Some of the contacts in the companies talked to me in French and I am getting more confident in responding so much so that I aim to conduct the next interview in French and make a recording.

**Candidate signature****Date****Assessor signature****Date**

## Languages: Interdisciplinary Project

### Evaluation of project

<b>Candidate name</b>	Hazel Worthy								
<b>SCN</b>									
<b>Centre name</b>	Carnegie High School								
<b>Assessor name</b>	John McDonald								
<b>Project title</b>	Languages DO mean business!								
<p><b>How successful has my project been overall (planning, implementation, and findings/outcomes in terms of strengths, weaknesses and learning points)? Justify your response using supporting evidence.</b></p> <p>A full report detailing a critical and justified evaluation of my project findings and the process I undertook when completing my project has been included in my e-portfolio as part of Stage 2 of the project. The report includes:</p> <p>Stage 1 – Planning          Stage 2 – Implementation          Stage 3 – Findings.</p> <p>For all of the above listed stages I reviewed my project in terms of my strengths and weaknesses and learning points.</p>									
<p><b>How effective were my communication methods?</b></p> <p>I believe that the communication of output from my report has been very effective. I have been able to discuss my findings with businesses involved in my project – including having been able to invite XXX from company YYY, who agreed to attend. XXX was very happy with my findings as was my tutor. I kept my tutor fully aware of progress at all stages and sought advice from appropriate sources. This enabled me to be in a better position to construct and evaluate my report/presentation.</p> <p>Throughout the project I seized a number of opportunities to use my French and this has increased my understanding of the language.</p> <p>In securing a member of the Business Community to attend my presentation, I demonstrated confidence in my own ability to persuade and convince local businesses of the value of the project and of local/global partnership links.</p>									

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

Feedback from the initial presentations of my project findings indicated that the audiences found the information informative and insightful.

I have recently set up a blog containing the findings from my report, and this has been included as a link from the main Business Gateway website. The blog contains my reflections on the process, as well as links to some of the resources I used across a range of sites in a range of languages. My tutor is sharing the address of my blog with other schools and I am happy that I have had some positive feedback already.

<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	

## Languages: Interdisciplinary Project

### Self evaluation of generic and cognitive skills development

<b>Candidate name</b>	Hazel Worthy								
<b>SCN</b>									
<b>Centre name</b>	Carnegie High School								
<b>Assessor name</b>	John McDonald								
<b>Project title</b>	Languages DO mean business!								

When evaluating your generic and cognitive skills use the information in the left hand column to help you consider your skills development.

<b>Generic and Cognitive Skills</b>	<b>Self evaluation/justification</b>
<p><b>Application of subject knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Think about practical uses for the languages(s) the candidates have learned.</li> <li>• Build these ideas into meaningful and realistic contexts, chosen from one or more of the Broad Contexts (citizenship, economic development, employability, enterprise and sustainable development).</li> <li>• Plan how they can use their knowledge of languages effectively as part of a successful project.</li> <li>• Use their languages to help them carry out various aspects of the project.</li> </ul>	<p>I was very keen to use my languages in my project. I understood quickly through research and investigation that I needed to understand, construct and develop information and processes in English and French, so that this whole project could go ahead and be successful. I believe that I was effective in using French appropriately in primary research and also in some of the resources and information I gathered. At all these stages I found that accessing materials and information in a wide range of languages helped me to better understand issues and ways forward.</p>

<b>Research skills – analysis and evaluation</b>	
<p>Plan</p> <ul style="list-style-type: none"> <li>• Define the research subject by identifying its scope and key concepts.</li> <li>• Define the research process by identifying tasks and creating a schedule.</li> <li>• Show initiative in choosing methods of research eg contacting companies, surveys, focus groups, experimentation.</li> <li>• Identify and use relevant tools, resources and contacts for your research process.</li> </ul>	<p>My mind map that I completed before starting the project allowed me to highlight areas that I would like to research if I chose this project title. I found this a very useful tool to get me started and would definitely take this approach in future projects.</p> <p>The range of companies, local business and external agencies that I contact suited my project very well and I am pleased that I spent the time finding the right people to contact as this meant I was able to gather lots of useful information, particularly as I sought advice from the teachers and other students to ensure that the questionnaires that I used to gather the information were of a high quality.</p>
<p>Research</p> <ul style="list-style-type: none"> <li>• Carry out research from a variety of sources.</li> <li>• Keep records and notes on strategies, sources, tools and resources used.</li> <li>• Adopt a referencing methodology (where appropriate).</li> </ul>	<p>One of my key strengths was sorting and storing all the information I gathered and I enjoyed this part of the project and as a result I think my organisational skills have improved. Keeping well maintained logs of all the information also helped me keep my project on schedule as not managing the information well could have caused problems and impacted on my schedule in later stages of the project.</p> <p>I also enjoyed accessing research sources that I was not familiar with and think this will help my confidence when studying at University.</p>
<p>Analyse</p> <ul style="list-style-type: none"> <li>• Analyse the usefulness and reliability of materials gathered and resources consulted.</li> <li>• Return to the research stage as necessary.</li> </ul>	<p>This is another area where I think I performed really well and I have further developed my skills in this area as I have not had to analyse as much information as this before but early on I was aware that patterns were emerging in the information and I was able then to expand this and draw conclusions.</p>

<p>Evaluate</p> <ul style="list-style-type: none"> <li>Evaluate the research process.</li> </ul>	<p>Overall I think the research stage of the project went really well and although I sought advice initially to help me with the questionnaires etc I used this advice and as a result was able to complete the research and analyses successfully.</p>
<b>Interpersonal skills – negotiation and collaborate</b>	
<ul style="list-style-type: none"> <li>Consider other people's views/feedback.</li> <li>Discuss issues of concern, seeking resolution where needed.</li> <li>Adjust approach in response to a situation/environment.</li> <li>Have positive self belief.</li> <li>Be confident enough to offer and ask for support.</li> </ul>	<p>Although I was initially a little bit apprehensive I was able to ask for help when I needed it. I particularly needed advice regarding some language aspects and I sought the advice of another student regarding the presentation I was planning. I was able to take on this advice and realise that my project was more successful because of it therefore I would definitely ensure I asked for help in future and I feel more confident about this.</p> <p>I was also very successful when dealing with the companies and my confidence has increased both in dealing with adults in a work situation as well as increasing my confidence in my languages.</p>
<b>Planning – time, resource and information management</b>	
<ul style="list-style-type: none"> <li>Estimate time needed and set milestones (targets).</li> <li>Monitor/record progress using tools such as schedules, diaries, logs and calendars to help completion of activities.</li> <li>Consider any probable barriers to achievement and take steps to minimise them.</li> </ul>	<p>I set clear and realistic timescales which I managed to meet without any difficulty.</p> <p>I used a project plan with milestones that really helped me organise my activities in a manageable way. Regular updating of progress log kept me focused on what was needed to be done and made me think about how to progress next steps. I would defiantly try to take this approach in future as I think my skills improved with using these tools as this area had not always been a strength in the past but I felt went very smoothly this time.</p>

<b>Independent learning – autonomy and challenge in own learning</b>	
<ul style="list-style-type: none"> <li>• Use my skills responsibly to make things happen.</li> <li>• Take initiative to establish links with other learning environments/opportunities.</li> <li>• Look for challenges and don't necessarily take the easy option.</li> </ul>	<p>I felt that I really took ownership of my own project after receiving the go ahead from my tutor.</p> <p>I took on a number of challenges I had not initially planned for, for example carrying out some of the interviews in French. Taking on these extra challenges made me develop skills in new areas, for example learning more about giving powerpoint presentations and it also increased my confidence in my own ability to complete a project of this size and complexity.</p>
<b>Problem solving – critical thinking; logical and creative approaches</b>	
<ul style="list-style-type: none"> <li>• Generate and explore ideas to support my project.</li> <li>• Use creative approaches such as lateral thinking.</li> <li>• Use logical, step by step thinking approaches.</li> <li>• Consider how a situation may have arisen and possible contributory factors.</li> <li>• Think critically about possible actions/changes that would improve the situation.</li> <li>• Analyse points of view in source materials in order to support findings from the research eg flaws in the reasoning; relevance; reliability; supporting evidence; credibility of sources of evidence.</li> </ul>	<p>No major problems arose during the course of my project however I was able to deal effectively with the minor issues that arose in a confident manner.</p> <p>I think that the detailed planning and contingency planning that I carried out at the beginning of the project helped me manage the project and complete it on time.</p>

<b>Presentation skills</b>	
<ul style="list-style-type: none"> <li>• Choose appropriate formats and apply effectively eg written, oral, video, multimedia.</li> <li>• Consider the target audience, the layout, structure, degree of formality of my presentation.</li> <li>• Gather, select and include relevant information or ideas, emphasising the main points.</li> <li>• Present information/ideas/reflections with supporting detail in a logical order, reaching a reasoned conclusion.</li> </ul>	<p>I was very pleased with the e-folio that I produced and I think my ICT skills have developed as a result as well as my confidence at being able to complete this type of project.</p> <p>Although I was reasonably confident regarding my presentation skills the first time I rehearsed my presentation I realised that there were important points missing so I had to revise my slides and I also revised some of the animation as I didn't want to detract from the information as there was a lot of information to get across.</p> <p>The feedback I received regarding my delivery of the presentation was very positive.</p>
<b>Self evaluation – recognition of own skills development and future areas for development</b>	
<ul style="list-style-type: none"> <li>• Ask for feedback and deal positively with praise, setbacks and criticism.</li> <li>• Reflect on my experiences and feedback from others to assess the development of the knowledge, skills and understanding.</li> <li>• Learn from the experiences and use to inform future progress.</li> </ul>	<p>Throughout my project my confidence grew in approaching either teachers or fellow students for advice and feedback. I think the success of my project is partly to do with taking on advice and making changes where they were necessary, this was particularly relevant when I was rehearsing my powerpoint presentation.</p> <p>I am particularly proud of the way I conducted myself throughout this project and I feel it has developed me as an individual person. This project was hugely challenging and allowed me to use my initiative in enterprising ways for example I set up a web cam link with my language assistant in order to practice my French speaking.</p>

	<p>I have learned how to work with adults and to understand the importance of confidentiality and how information can be highly sensitive. I realise that not everything goes according to plan and that employers want employees to be able to use their own initiative and to work well with others. I understand the importance of working to deadlines and producing work to a high standard.</p> <p>I would like to continue to develop my confidence in my own abilities. I feel that this project has allowed me to develop my people skills which will really help me in the future. This has given me more confidence for a forthcoming interview for a chosen course at University.</p>
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## Languages: Interdisciplinary Project

### Assessment checklist

Candidate name \_\_\_\_\_

Candidate number \_\_\_\_\_

Centre \_\_\_\_\_

Project proposal	Tick as appropriate
<b>Grade C criteria</b>	
The title and aims of the project.	✓
Clear aims and reasoned arguments to support the relevance and practicability of the project.	✓
Clear identification of how the target language(s) will be used.	✓
Identification of opportunities for:	✓
• own skills development	✓
• collaborative working	✓
• accessing less familiar learning environments	✓
• application of language 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.	✓
<b>Grade A criteria, includes all of above plus</b>	
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.	✓
<b>Comments</b>	
The project proposal fully meets the project requirements.	

<b>Project plan</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	✓
<b>Grade A criteria, includes all of above plus</b>	
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.	✓
<b>Comments</b>	
Plan clearly reflected the proposal with sound awareness of the process in order to embark on the project. It was so well thought out that no revisions were necessary as Hazel had met the requirements at first attempt.	

<b>Presentation of project findings/product</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	✓
<b>Grade A criteria, includes all of above plus</b>	
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.	✓
<b>Comments</b>	
Hazel demonstrated a high degree of confidence and enthusiasm throughout the delivery of her presentation. Inclusion of the target language took the form of a link to a recorded interview in French, which injected a sophisticated edge to the presentation. Her findings were backed-up by both primary and secondary research evidence, collated in both English and in French. She received very positive feedback from her audience.	

<b>Evaluation of project</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	✓
<b>Grade A criteria, includes all of above plus</b>	
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).	✓
<b>Comments</b>	
Hazel's evaluation of her project is very interesting. It is clear that she has thought carefully about each stage of the project, and has taken on board suggestions from a number of sources. Moreover, not only has she recognised problems, but she has also dealt with them efficiently. It is good to see that she feels she has developed substantially a number of areas by taking part in this project.	

<b>Self evaluation of generic/cognitive skills development</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	✓
<b>Grade A criteria, includes all of above plus</b>	
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.	✓
<b>Comments</b>	
Hazel showed insightful and well-structured self-evaluation of her own strengths and areas for improvement, and has clearly demonstrated how specific generic and cognitive skills have developed.	

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 5 pieces.
- B indicative of a competent Grade C performance across the 5 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 5 pieces, with all aspects of the work meeting the criteria identified for Grade C performance.

<b>Overall grade awarded</b>	<b>A</b> <b>B</b> <b>C</b> <b>Unsuccessful</b>
<b>Assessor comments</b>  Due to her willingness to seek out high quality sources and contacts from the outset, Hazel demonstrated a high degree of commitment at the proposal stage. She has clearly exemplified concrete evidence of the development of the generic and cognitive skills. All in all, the project was well-focused and well-managed, and effective contingency measures were put in place even when things did not go as planned. Her Progress log was clear and updated regularly, which allowed me to track her progress. The delivery, aims and purpose of the final presentation were first class!	

**Assessor signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Internal verifier signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## Example of Grade C

## Languages: Interdisciplinary Project

### Proposal

<b>Candidate name</b>	Paul Burns								
<b>SCN</b>									
<b>Centre name</b>	Carnegie High School								
<b>Assessor name</b>	John McDonald								
<b>Project title</b>	The Use of Foreign Languages in Business Transactions.								
<p><b>Project outline (what it is I want to do and how will I go about it)</b>            My project aim is to find out which local companies use foreign languages in their business transactions and investigate why.</p> <p>Objectives</p> <ul style="list-style-type: none"> <li>• To contact a representative sample of local companies (familiar and unfamiliar) and survey their use of languages.</li> <li>• To do a comparison between local companies who use foreign languages and those who do not and to analyse my findings.</li> <li>• To critically evaluate the three stages of the project and present my findings.</li> </ul>									
<p><b>Reasons for choosing this project (eg personal interest, future plans, links to other subjects I am studying/have studied)</b>            I am currently studying French and Spanish as part of my studies in S6. I am keen to pursue a career where I can use my knowledge of languages in a business context. The general assumption is that there are lots of job opportunities for people like me who study languages but I am not convinced so I want to find out for myself. This investigation will help me to find out whether or not this is the case.</p> <p>I am studying business management with accounts and I hope to put my subject knowledge in this area to good use when carrying out this project. I have a good understanding of small to medium sized businesses and how they operate.</p> <p>I am particularly keen to find out to what extent local companies develop citizenship, enterprise and employability.</p> <p>I will use my knowledge of French, Spanish, Business Accounts and ICT.</p>									
<p><b>How will this project allow you to use your target language(s)?</b>            I hope to deliver part of my final presentation in one of my chosen languages.</p>									

**The broad contexts this project will cover are**

- Citizenship
- Enterprise
- Employability
- Economic Development
- Sustainable Development.

**Learning environments I will access are**

I will access the school environment, local work based environments, school/local library, and the Local Business Enterprise.

I hope to develop my self confidence and self esteem, my subject knowledge in French and Spanish and my ability to work collaboratively with partner organisations.

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

**Application of subject knowledge and understanding**

**Research skills – analysis and evaluation** I have not taken on a project of this size before and although I am confident I will be able to undertake the research I will be looking to develop my analysis skills, in analysing the amount and complex nature of the information I hope to gather.

**Interpersonal skills – negotiation and collaboration** I hope to develop skills in this area particularly when dealing with the companies and business professionals.

**Planning – time, resource and information management** This is an area that I know I need to improve on as it has not been a key strength in the past.

**Independent learning – autonomy and challenge in own learning** I am looking forward to taking ownership for my own project although I am aware that I need to improve my project management skills to keep this large project on track.

**Problem solving – critical thinking – logical and creative approaches** This is an area where I should do well and hope to further develop my skills.

**Presentation skills** This is an area where I feel quite confident and hope to use my ICT skills to produce my folio and powerpoint presentation.

**Self evaluation – recognition of own skills development and future areas for development** I have already undertaken an analysis of my skills and will undertake this at the end of the project also. I am also planning to keep a log of my progress throughout my project.

**Assessor comments**

Paul – your Project Proposal sounds interesting and shows some good potential. While the project itself is interesting I don't feel you have thought it out as fully as it should be and it might be worth thinking about how you can develop it further. You need to think more about how you actually propose to conduct your research.

<b>Proposal approved</b>	YES	<b>Further work required</b>	
<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	

## Languages: Interdisciplinary Project

### Plan

<b>Candidate name</b>	Paul Burns								
<b>SCN</b>									
<b>Centre name</b>	Carnegie High School								
<b>Assessor name</b>	John McDonald								
<b>Project title</b>	The Use of Foreign Languages in Business Transactions.								
<p><b>Is this a group project?</b> yes <input type="checkbox"/> no <input checked="" type="checkbox"/></p> <p><b>If a group project, what will your role or responsibilities be?</b></p>									
<p><b>Planning – state how you are going to meet the agreed objectives of your project</b></p> <p>Objective 1 – To contact a representative sample of local companies (familiar and unfamiliar) and survey their use of languages.</p> <p>I hope to establish links with local companies in a variety of ways: use of the telephone directory to phone them, cold calling, connect with Local Business Enterprise, connect with the City Chambers to consider likely businesses.</p> <p>I have drafted up a small scale survey of initial questions to interact with the company which should help me to decide to investigate further or cross them off the list. (folio referenced)</p> <p>Objective 2 – To do a comparison between local companies who use foreign languages and those who do not and to analyse my findings.</p> <p>Following discussion with my teacher I have decided that it is important to consider a small representative sample of companies who do not use languages to analyse the importance of this in relation to those who do. I would anticipate the use of my skills in statistical analysis and in research skills to present my findings.</p> <p>I hope to interview selected Company Directors and several key employees working at different levels within the organisation.</p>									

Objective 3 – To critically evaluate the three stages of my project and to present my findings.

I hope to put my English close reading skills to good use here. I know that I will need to evaluate the information I gather on an on-going basis and that good organisational skills will be required. I am not very good with my time management and organisational skills so this will be a real test of my ability to plan ahead. I have undertaken an analysis of my generic and cognitive skills and I hope to do a second analysis to show how I have developed and improved.

### **Resources (people, materials, places)**

Good planning and the identification of resources and resource methodologies will be crucial to the success of my project:

I intend to pursue the following:

- Internet Access
- Access to local companies through telephone and e-mail
- Access to a Foreign Language Assistant
- Local and school libraries
- Company publications
- Contacts: Teachers, Support Workers, Business Employees and Directors.

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

I intend to research companies that use foreign languages to find out the impact that this has on the local community and the wider community. I am also interested to find out about companies who do not use languages to understand to what extent they might be advantaged/disadvantaged.

I have some experience of school project work and hope to put this to good use. My methodology will be to get out and about as much as I can initially to gather information. I expect that it will be a lot of hard work and that responses from phone calls, email and letters may not be forthcoming. I will try to do some cold calling and build up some contacts through the business enterprise company.

I have been looking up the internet to understand the kind of research skills I will need to develop. I know that I will need to analyse the information and evaluate the process as well as the results.

## Presentation

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

Other students studying languages.

- **What methods are appropriate to your audience (for example demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination)**

I plan to deliver Power Point presentation to the other members of my class and my teacher. I will translate some of this into Spanish and French. I also intend to make the company literature available to my audience.

## 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)

I am planning to contact a number of people from different companies to source information for my project. I will keep a list of names, addresses and contact numbers.

My biggest fear is that I will not be able to get enough feedback from companies and this may affect my enthusiasm.

## Contingencies

### Any anticipated problems?

Not being able to get in touch with enough companies.

### What plans do you have to overcome the anticipated problems?

Widen my search area.

## Method for recording own skills development and future areas for improvement

I intend to use the progress log for keeping an on-going and regular record of activities completed, skills used and how my skills are developing as the project progresses.

**Assessor comments**

You have chosen a project outline which is interesting and could be challenging. I was very impressed with the initiative you have shown to carry out a first stage SWOT analysis of your generic and cognitive skills. You seem to have taken some steps to understand the importance of having good research skills. I am a little concerned about your potential lack of ability to sustain your enthusiasm if you do not get enough feedback from the companies. I hope to meet with you on a regular basis to keep track of your progress.

<b>Plan approved</b>	Yes	<b>Further work required</b>	
<b>Candidate signature</b>			<b>Date</b>
<b>Assessor signature</b>			<b>Date</b>

## Languages: Interdisciplinary Project

### Progress log

<b>Candidate name</b>	Paul Burns								
<b>SCN</b>									
<b>Centre name</b>	Carnegie High School								
<b>Teacher/lecturer name</b>	John McDonald								
<b>Project title</b>	The Use of Foreign Languages in Business Transactions.								
<p><i>Use this form to record progress with your project. Keeping an ongoing record will help prepare you for progress meetings with your teacher/lecturer, your presentation and final evaluation. Things you might want to record are:</i></p> <ul style="list-style-type: none"> <li>• <i>what you have done (eg from one week to the next)?</i></li> <li>• <i>what skills have you used and how you feel they have developed?</i></li> <li>• <i>if you are working in a group, what discussions you have had?</i></li> <li>• <i>any changes that you have (or will need) to make to your plans and reasons why</i></li> <li>• <i>what resources you have found/hope to find?</i></li> <li>• <i>any problems you are encountering and how you are resolving them</i></li> <li>• <i>what you are going to do next?</i></li> </ul>									
<b>Date</b>	<i>(This is an example of a page from Paul's log)</i>								
	<b>Comments</b>								
<b>October 2009</b>	<p>I phoned and e-mailed a number of local companies and they have said they will get back to me.</p> <p>I identified a number of useful links on the Internet and I have taken the time to take some of this forward. The amount of information is overwhelming!</p> <p>I have adjusted my plan and consider that over the next couple of weeks, I will need to target and research other company websites to find out if they use languages as only one or two companies have responded to my first round request for information.</p>								

<b>November 2009</b>	I have had responses from 4 companies but I still don't have all the information I need to reach a satisfactory conclusion and I intend to follow up initial contacts to see if the companies that haven't responded can help me. My teacher has recommended that I arrange visits to companies.
<b>December 2010</b>	<p>Thanks to my teacher's advice things are going a bit better. I actually went to some companies and realised that this is what I should have done in the first instance. They were very helpful.</p> <p>The teacher suggested I make up some questions in French and Spanish so that I was prepared.</p>
<b>January 2010</b>	I finally met up with French speaking employees and I interviewed them using the questions in French which I had prepared. I understood nearly everything but I had to ask the foreign language assistance for some help with a few words I didn't understand.
<b>February 2010</b>	My teacher reminded me that the deadline for my presentation is a few weeks from now so I better start putting some ideas together. Gathering all the information has taken much longer than expected so I have adjusted my plan accordingly. My teacher suggested I should maybe do a rehearsal but I don't have enough time in my schedule to do this.
<b>March 2010</b>	<p>My presentation is next week, I have enough to go on but looking back I should have taken advice from my teacher. I did not get much information about the use of Spanish and have concentrated on the use of French in business. I did find out a number of companies in Scotland have strong links with Italy but I have very little knowledge of Italian and was unable to pursue this.</p> <p>I will ask the French language assistant to help with the French part of my presentation, which has still to be decided.</p>

## Languages: Interdisciplinary Project

Record of Interim Review to be completed by candidate and teacher/lecturer

<b>Candidate name</b>	Paul Burns								
<b>SCN</b>									
<b>Centre name</b>	Carnegie High School								
<b>Assessor name</b>	John McDonald								
<b>Project title</b>	The Use of Foreign Languages in Business Transactions.								
<p><b>Describe what you have done so far and how it meets your plan (changes, successes, difficulties encountered, how you resolved issues, targets met)</b></p> <p>I phoned and e-mailed a number of local companies and they have said they will get back to me.</p> <p>I identified a number of useful links on the Internet and I have taken some of this forward.</p> <p>In the next couple of weeks, I intend to target and research other company websites to find out if they use languages.</p> <p>I have had responses from four companies but I still don't have all the information I need to reach a satisfactory conclusion.</p>									
<p><b>What skills have you used and how far have they developed?</b></p> <p>I feel my communication skills have let me down and I have not kept my logs up to date on a regular basis. This has hindered me in my ability to organise my work better.</p>									
<p><b>Next steps</b></p> <p>I intend to follow up initial contacts to see if the companies that haven't responded can help me. My teacher has recommended that I arrange visits to companies and I will do this soon.</p>									
<p><b>Assessor comments</b></p> <p>Things are moving but there is still a lot of work to be done. Paul is aware that he needs to keep motivated.</p>									

**Candidate comments**

I haven't made as much progress as I had hoped to by this stage. I think I will have to try making face to face contact with local companies.

**Candidate signature****Date****Assessor signature****Date**

## Languages: Interdisciplinary Project

### Evaluation of project

<b>Candidate name</b>	Paul Burns								
<b>SCN</b>									
<b>Centre name</b>	Carnegie High School								
<b>Assessor name</b>	John McDonald								
<b>Project title</b>	The use of Foreign Languages in Business Transactions								
<p><b>How successful has my project been overall (planning, implementation, and findings/outcomes in terms of strengths, weaknesses and learning points)? Justify your response using supporting evidence.</b></p> <p>I collected information from a small representative sample of local companies (4 in total). This had a knock on effect and I was unable to do a full comparison between companies who offer languages and those that do not to understand the potential impact of this.</p> <p>This project has prepared me to consider University as a real option because I do not think that I have the necessary employability skills to find a job in this area and to keep it long term. The types of opportunity that I would like and have found are mainly for people with higher language skills and/or work experience.</p> <p>I have spent quite a considerable amount of time preparing my presentation for future pupils studying languages, who want to use them in a business context. Despite the problems I encountered whilst doing the project I am able to pass on lots of ideas and information to my peers. My teacher gave me some good advice but by the time I realised this, the project was nearing completion. This helped me in the latter stages of the project to get thinking about what I had to do next, it also made me aware of areas of the project that I had to try to develop for example face to face contact, interviews with employees/Directors/business staff.</p>									
<p><b>How effective were my project communication methods?</b></p> <p>The progress log needs to be completed on a routine and regular basis. Unfortunately I let events slip by and this hindered me in my ability to develop my organisational skills and to keep track of the project. I know that this is a weakness and an area that requires further development on my part.</p>									

I found it difficult to get things moving while I was waiting for a response from companies I had contacted. A lot of time was wasted waiting for responses I did not receive and as a consequence I became demotivated. I realised from the outset that this could be the case but this still did not prepare me for the complete lack of a response. I panicked and left it a bit late to contact my teacher to see how this could be resolved. I soon realised that I had to make greater efforts and prepare to make face to face contacts with the companies. This would have generated a faster response and would have been more effective.

I would like to have had the time to create more opportunities to use and/or to be exposed to other languages in my communication with companies.

I have carried out a second SWOT analysis which evaluates how I have improved my generic and cognitive skills whilst undertaking this project. My teacher also recommended that I create a forcefield analysis to consider the project findings.

I have summarised my findings in relation to how the companies tackle Citizenship, Enterprise and Employability in my folio. This is the part of the project which makes interesting reading. I discovered that some companies provide scholarship arrangements for pupils to study in a European setting. Another example is some companies offer employees CPD training to take a year out and to apply to use a foreign language whilst working abroad with one of their parent companies.

I was pleased with the delivery of my presentation. I received some very positive feedback which is referenced in my folio, I now realise that I should have acted upon my teacher's advice to rehearse the presentation. I didn't realise how difficult this would be especially when the audience consists of your peer group and people you know.

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

I have realised the importance of undertaking a project on this scale. I know that I need to further develop my critical skills analysis and the ability to time manage and to keep on schedule. I have been offered a summer placement with one of the local companies and I have asked to work with one of their project teams to learn more about project management.

I realise that if there is any chance of seeking employment locally at the end of University then I will need to take on a summer placement that will help me to build up my experience.

<b>Candidate signature</b>	<b>Date</b>	
<b>Assessor signature</b>	<b>Date</b>	

## Languages: Interdisciplinary Project

### Self evaluation of generic and cognitive skills development

<b>Candidate name</b>	Paul Burns								
<b>SCN</b>									
<b>Centre name</b>	Carnegie High School								
<b>Assessor name</b>	John McDonald								
<b>Project title</b>	The use of Foreign Languages in Business Transactions								

<b>Generic and Cognitive Skills</b>	<b>Self evaluation</b>
<b>Application of subject knowledge and understanding</b>	
<ul style="list-style-type: none"> <li>• Think about practical uses for the language(s) the candidate has learned.</li> <li>• Build these ideas into meaningful and realistic contexts, chosen from one or more of the Broad Contexts (citizenship, economic development, employability, enterprise and sustainable development).</li> <li>• Plan how they can use their knowledge of sciences effectively as part of a successful project.</li> <li>• Use their languages to help them carry out various aspects of the project.</li> </ul>	<p>Because I have studied French and Spanish I thought it would be useful to think about the use of languages in business. French and Spanish were included in my presentation of findings, where I have translated some detail and used French mostly. I used a foreign language assistant to gain opinions on the topic in Spanish. Overall I think my language skill has increased slightly and my confidence in speaking French has increased.</p>

<b>Research skills – plan, research, analyse and evaluate</b>	
<p>Plan</p> <ul style="list-style-type: none"> <li>• Define the research subject by identifying its scope and key concepts.</li> <li>• Define the research process by identifying tasks and creating a schedule.</li> <li>• Show initiative in choosing methods of research eg contacting companies, surveys, focus groups, experimentation.</li> <li>• Identify and use relevant tools, resources and contacts for your research process.</li> </ul>	<p>I planned the research stage of my project well and spent time trying to make sure that I had ample time to carry out the research tasks and I was covering a range of different sources of information to get a wide spectrum of information.</p> <p>Aspects of carrying out the research did not go to plan and I realise that I didn't have enough contingencies built in for this stage and therefore my project did not initially progress as well as I had hoped. In future I will try to make sure that contingencies and time scales are thought through for the research phase of a project.</p>
<p>Research</p> <ul style="list-style-type: none"> <li>• Carry out research from a variety of sources.</li> <li>• Keep records and notes on strategies, sources, tools and resources used.</li> <li>• Adopt a referencing methodology (where appropriate).</li> </ul>	<p>The responses I received from companies were very slow to come in and not everyone responded to start with. This hindered the whole research process as I could not gather all the information from this source that I had hoped. I was able to take a different approach and I was finally able to gather the information I needed. I don't think that I would have been able to complete this stage as well as I have done if I did not seek advice from my tutor who was able to put me back on track.</p>
<p>Analyse</p> <ul style="list-style-type: none"> <li>• Analyse the usefulness and reliability of materials gathered and resources consulted.</li> <li>• Return to the research stage as necessary.</li> </ul>	<p>The amount of information that I eventually gathered was quite overwhelming and it took some time to sort through. Not all of it was as useful as I had hoped but I had enough to satisfy my project requirements. My organisational skills have been improved by carrying out this process however I did find it difficult to begin with.</p>

<p>Evaluate</p> <ul style="list-style-type: none"> <li>Evaluate the research process.</li> </ul>	<p>Overall the research stage went ok with some elements I would definitely be able to improve on in future now that I have completed and learned from this process.</p>
<b>Interpersonal skills – negotiate and collaborate</b>	
<ul style="list-style-type: none"> <li>Consider other people's views/feedback.</li> <li>Discuss issues of concern, seeking resolution where needed.</li> <li>Adjust approach in response to a situation/environment.</li> <li>Have positive self belief.</li> <li>Be confident enough to offer and ask for support.</li> </ul>	<p>I definitely think that my skills in this area have improved as I have learned a lot from completing this project particularly when it comes to taking advice from others. I didn't take on my tutor advice immediately and I think my project suffered because of this. If I had revisited my project proposal and plan earlier I may have found the rest of the project easier. I realise that I should have taken advice and done a practise of my presentation as this was much harder than I had thought and I may have been able to carry out the presentation with more confidence if I had had a chance to rehearse.</p>
<b>Planning – time, resource and information management</b>	
<ul style="list-style-type: none"> <li>Estimate time needed and set milestones (targets).</li> <li>Monitor/record progress using tools such as schedules, diaries, logs and calendars to help completion of activities.</li> <li>Consider any probable barriers to achievement and take steps to minimise them.</li> </ul>	<p>I set clear milestone and timescales. I used a project plan with milestones that really helped me organise my activities. Updating my progress log and help from my tutor kept me focused on what needed to be done and made me clear about the next steps.</p>
<b>Independent learning – autonomy and challenge in own learning</b>	
<ul style="list-style-type: none"> <li>Use skills responsibly to make things happen.</li> <li>Take initiative to establish links with other learning environments/opportunities.</li> <li>Look for challenges and don't necessarily take the easy option.</li> </ul>	<p>I thought I would be able to work really well on my own and did enjoy working on the project but I also realise that I found it difficult sometimes to stay focused on what I had to do next and keeping my project progressing but with support I managed this well in the end and would definitely feel more confident in my abilities in taking something like this on in future.</p>

<b>Problem solving – creative approaches; critical thinking; logical approaches</b>	
<ul style="list-style-type: none"> <li>• Generate and explore ideas to support my project.</li> <li>• Use creative approaches such as lateral thinking.</li> <li>• Use logical, step by step thinking approaches.</li> <li>• Consider how a situation may have arisen and possible contributory factors.</li> <li>• Think critically about possible actions/changes that would improve the situation.</li> <li>• Analyse points of view in source materials in order to support findings from the research eg flaws in the reasoning; relevance; reliability; supporting evidence; credibility of sources of evidence.</li> </ul>	<p>When faced with challenges I was able to find alternative ways of completing the task. This was not always easy but I was able to have the confidence to ask for help when I needed it, even if I didn't always act on the advice right away.</p> <p>I was very pleased when I was able to overcome a problem or challenge and I think my confidence in my own abilities has increased as a result of this.</p>
<b>Presentation skills</b>	
<ul style="list-style-type: none"> <li>• Choose appropriate formats and apply effectively eg written, oral, video, multimedia.</li> <li>• Consider the target audience, the layout, structure, degree of formality of my presentation.</li> <li>• Gather, select and include relevant information or ideas, emphasising the main points.</li> <li>• Present information/ideas/reflections with supporting detail in a logical order, reaching a reasoned conclusion.</li> </ul>	<p>The powerpoint presentation format that I chose to use was ideal for what I wanted to present and for the audience that I was targeting. The target audience was my fellow students and the feedback from them was very positive although I think I could have improved this further by having completed a rehearsal first. I am pleased I managed to deliver the introduction to my presentation in French and I think I would like to try to do a little more if I had to do this in future.</p>

<b>Self evaluation – recognition of own skills development and future areas for development</b>	
<ul style="list-style-type: none"> <li>• Ask for feedback and deal positively with praise, setbacks and criticism.</li> <li>• Reflect on my experiences and feedback from others to assess the development of the knowledge, skills and understanding.</li> <li>• Learn from the experiences and use to inform future progress.</li> </ul>	<p>I realise from doing this project that there are skills that I need to further develop such as planning (mainly contingencies) organisation of information, forward planning, and working with others. I think that these skills will definitely help me to cope with the demands I will come across in my course at University in future.</p> <p>I have also learned that I need to keep motivated especially when I face challenges and potential barriers. I have achieved an improved self awareness about the kind of learner and potential employee I could be. I have the ability. I just need to learn to have more staying power and to see a task through to completion. I'm keen to get more experience working as part of a team in a team project and my summer placement will help me to achieve this.</p> <p>I feel that as a consequence of doing this project, I will be better prepared for the University pre-interview and the course in general. I feel confident that I won't drop out of my University course as I realise the importance of staying on task and considering the end result even if it is not the desired outcome.</p> <p>I was particularly pleased with the amount of information I gathered about the broad contexts in which the companies operate. I was able to present this information to my peers and this has given me the incentive to understand the importance of local companies and the contribution they make to the wider community.</p>

## Languages: Interdisciplinary Project

### Assessment checklist

Candidate name \_\_\_\_\_

Candidate number \_\_\_\_\_

Centre \_\_\_\_\_

Project proposal	Tick as appropriate
<b>Grade C criteria</b>	
The title and aims of the project.	✓
Clear aims and reasoned arguments to support the relevance and practicability of the project.	✓
Clear identification of how the target language(s) will be used.	✓
Identification of opportunities for:	✓
• own skills development	✓
• collaborative working	✓
• accessing less familiar learning environments	✓
• application of language 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.	✓
<b>Grade A criteria, includes all of above plus</b>	
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.	✓
<b>Comments</b>	
The project proposal is interesting and shows potential. While the project is interesting Paul has not thought it out as fully as he should have and he was advised to think about how he could develop it further. He has chosen to proceed to the planning stage without re-submitting the proposal.	

<b>Project plan</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	✓
<b>Grade A criteria, includes all of above plus</b>	
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.	
<b>Comments</b>	
While Paul's plan is acceptable and does reflect his proposal, it is still the case that there were still areas that require further thought and development; however, Paul has decided to implement his plan.	

<b>Presentation of project findings/product</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	✓
<b>Grade A criteria, includes all of above plus</b>	
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.	
<b>Comments</b>	
Paul's presentation was delivered well although there was some hesitation. It was a pity he hadn't taken my advice on a rehearsal because that would have helped him get over some of the problems eg nerves and timing, which he encountered during his presentation. He did well to use French in the introduction of his presentation. His use of technology was commendable. The other pupils were interested to hear his findings and seemed to enjoy the presentation.	

<b>Evaluation of project</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	✓
<b>Grade A criteria, includes all of above plus</b>	
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).	
<b>Comments</b>	
Paul devised an appropriate and interesting question for investigation in this project. However, there was much more scope for breadth and depth in how he carried out research and gathered information. With my support, he did eventually manage to produce a stimulating delivery of his findings. This project has a lot of potential for further development. Overall, a satisfactory project, which allowed Paul to develop many skills which will be of benefit to him in future years.	

<b>Self evaluation of generic/cognitive skills development</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	✓
<b>Grade A criteria, includes all of above plus</b>	
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.	
<b>Comments</b>	
Paul has completed an honest and reflective self evaluation of his work and development in the course of this project. This has been a crucial part of the learning process in identifying areas for further improvement.	

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.

<b>Overall grade awarded</b>	<b>C</b>
<b>Assessor comments</b>  From the outset, Paul identified an interesting topic for investigation which presented many potential challenges. He completed the project with some support to overcome his difficulties and was able to produce some interesting findings especially in relation to the broader contexts. His final presentation was clear, and he met his initial aims and objectives, despite some delays in his preparation. He managed the Progress Log and he used aspects of this to seek help and advice.	

**Assessor signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal verifier signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## **Section 10**

### **Templates for candidates and assessors**

## Templates for candidates and assessors

This section provides examples of templates that could be used by candidates to assist them with the planning of, and reflection on their Interdisciplinary Project.

The format of the templates is by no means mandatory (with the exception of the grade criteria in the Assessor Report). Candidates should be encouraged to adapt them in a way that suits their preferred style and approach. However, if templates are adapted it is important that they retain all the necessary candidate evidence to meet the Unit requirements.

- Project requirements.
  - Project proposal.
  - Project plan.
  - Progress log.
  - Interim review.
  - Evaluation of the project.
  - Self evaluation of generic and cognitive skills development.
- 
- Assessor Report – Assessors should complete an Assessor Report for each candidate by ticking the boxes for the criteria which have been met and by completing the Comments boxes. It will be useful for candidates to see the criteria for each piece of evidence and they may be given a blank copy of the report for reference before they complete templates, to ensure that all requirements for the unit are being addressed. The Assessor Report is a mandatory piece of evidence which should accompany the completed Candidate Templates.

## Project requirements – Information for candidates and assessors

The project you choose must be an investigation or a practical assignment. It should be of personal/career interest to you and it will provide you with opportunities to do the following.

- Link with and work within different and less familiar learning environments to support the project.
- Use your knowledge and understanding of languages and other areas of learning across the curriculum in one or more of the following broad contexts:
  - employability
  - enterprise
  - citizenship
  - sustainable development
  - economic development.
- Make connections between subject knowledge and the wider world.
- Develop the following cognitive and generic skills:
  - **application** – of subject knowledge and understanding
  - **research skills** – analysis and evaluation
  - **interpersonal skills** – negotiation and collaboration
  - **planning** – time, resource and information management
  - **independent learning** – autonomy and challenge in own learning
  - **problem solving** – critical thinking; logical and creative approaches
  - **presentation skills**
  - **self evaluation** – recognition of own skills development and future areas for development.

Evidence of achievement should be organised in a folio or e-portfolio which contains five mandatory pieces of evidence. These are:

- project proposal
- project plan
- presentation of project findings/product
- evaluation of project
- self evaluation of generic/cognitive skills development.

**Assessors should ensure that they fully complete the Assessor Report along with the final grade and include this with the candidate evidence.**

Evidence in the folio may be presented in any suitable recorded format including e-evidence.

## Group projects

You may wish to undertake the Interdisciplinary Project as part of a group. **Each** member of your group must clearly define his/her role and responsibilities and must demonstrate an appropriate level of participation in all five stages of the project.

You must complete all five pieces of mandatory evidence **individually**, with reference to your **own** work on the project and **your** individual skills development. However, when working as part of a group it is expected that you would make reference to collaborative work you have undertaken, emphasising your role in the project.

## Languages: Interdisciplinary Project

### Proposal

<b>Candidate name</b>								
<b>SCN</b>								
<b>Centre name</b>								
<b>Assessor name</b>								
<b>Project title</b>								
<b>Project outline</b> ( <i>what it is you want to do and how will you go about it</i> )								
<b>Reasons for choosing this project</b> ( <i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i> )								
<b>The broad contexts this project will cover are</b>								
<input type="checkbox"/> Citizenship <input type="checkbox"/> Enterprise <input type="checkbox"/> Employability								
<input type="checkbox"/> Economic development <input type="checkbox"/> Sustainable development								
<b>Learning environments I will access are</b>								
<b>How I will use my knowledge of languages</b>								
<b>The skills I will develop and/or improve in the course of this project are:</b> ( <i>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</i> )								
<ul style="list-style-type: none"><li>• <i>application of subject knowledge and understanding</i></li><li>• <i>research skills – analysis and evaluation</i></li><li>• <i>interpersonal skills – negotiation and collaboration</i></li><li>• <i>planning: time, resource and information management</i></li><li>• <i>independent learning – autonomy and challenge in own learning</i></li><li>• <i>problem solving – critical thinking: logical and creative approaches</i></li><li>• <i>presentation skills</i></li><li>• <i>self evaluation – recognition of own skills development and future areas for development</i></li></ul>								

**Assessor feedback to candidate**

--	--	--	--

<b>Proposal approved</b>		<b>Further work required</b>	
<b>Candidate signature</b>			<b>Date</b>
<b>Assessor signature</b>			<b>Date</b>

# Languages: Interdisciplinary Project

## Plan

<b>Candidate name</b>									
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>									
<b>Is this a group project?</b> yes <input type="checkbox"/> no <input type="checkbox"/>									
<b>If a group project my individual role or responsibilities will be:</b>									
<b>Timescales</b> ( <i>this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence</i> )									
<b>Planning</b> ( <i>how you are going to meet the agreed objectives of your project</i> )									
<b>Resources</b> ( <i>eg people, materials, places</i> )									
<b>Research methods</b> ( <i>eg contacting companies, surveys, focus groups, experimentation</i> )									

**Presentation**

- **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?**
  
- **What methods are appropriate to my audience(s)** (*eg demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination*)

**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*)

<b>Contingencies</b>	
----------------------	--

<b>Any anticipated problems</b>	<b>My plans for overcoming the anticipated problems.</b>
---------------------------------	----------------------------------------------------------

**Method for recording my skills development and future areas for improvement**

**Assessor feedback to candidate**

<b>Plan approved</b>		<b>Further work required</b>	
<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	

## Languages: Interdisciplinary Project

### Progress log

<b>Candidate name</b>										
<b>SCN</b>										
<b>Centre name</b>										
<b>Assessor name</b>										
<b>Project title</b>										
<p><i>You may use this form to record and reflect on progress with your project. Keeping an ongoing record will help prepare you for progress meetings with your teacher/lecturer, your presentation and final evaluation. Things you might want to record are:</i></p> <ul style="list-style-type: none"> <li>• <i>what you have done (eg from one week to the next)?</i></li> <li>• <i>what skills have you used and how you feel they have developed?</i></li> <li>• <i>if you are working in a group, what discussions you have had?</i></li> <li>• <i>any changes that you have (or will need) to make to your plans and reasons why</i></li> <li>• <i>what resources you have found/hope to find?</i></li> <li>• <i>any problems you are encountering and how you are resolving them?</i></li> <li>• <i>what you are going to do next?</i></li> </ul>										
<b>Date</b>	<b>Comments</b>									

## Languages: Interdisciplinary Project

### Record of Interim Review to be completed by candidate and teacher/lecturer

(This should not be submitted to SQA but is a very valuable opportunity for you to discuss progress with your teacher/lecturer.)

<b>Candidate name</b>										
<b>SCN</b>										
<b>Centre name</b>										
<b>Assessor name</b>										
<b>Project title</b>										
<b>My progress</b> <i>(describe what you have done so far and how it meets your plan eg changes, successes, difficulties encountered, how you resolved issues, targets met)</i>										
<b>My skills</b> <i>(What skills have you used and how far have they developed?)</i>										
<b>My next steps</b>										
<b>Assessor feedback to candidate</b>										
<b>Candidate comments</b>										
<b>Candidate signature</b>							<b>Date</b>			
<b>Assessor signature</b>							<b>Date</b>			

# Languages: Interdisciplinary Project

## Presentation of Project Findings/Product

<b>Candidate name</b>	
<b>SCN</b>	
<b>Centre name</b>	
<b>Assessor name</b>	
<b>Project title</b>	

**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))*

**Assessor feedback to candidate**

<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	

## Languages: Interdisciplinary Project

### Evaluation of project

<b>Candidate name</b>										
<b>SCN</b>										
<b>Centre name</b>										
<b>Assessor name</b>										
<b>Project title</b>										
<p><b>How successful has my project been overall?</b> <i>(consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</i></p>										
<p><b>How effective were my communication methods throughout the project?</b></p>										
<p><b>Is there any aspect of my project that could be taken further? What might my next steps be?</b></p>										
<b>Candidate signature</b>							<b>Date</b>			
<b>Assessor signature</b>							<b>Date</b>			

## Languages: Interdisciplinary Project

### Self evaluation of generic and cognitive skills development

<b>Candidate name</b>										
<b>SCN</b>										
<b>Centre name</b>										
<b>Assessor name</b>										
<b>Project title</b>										

*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 languages you have learned. How did you use your knowledge of languages effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)*

#### **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.)*

#### **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.)*

**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?)*

**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.)*

**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?)*

**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?)*

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

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

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

# Languages: Interdisciplinary Project

## Assessor Report

Candidate name \_\_\_\_\_

Candidate number \_\_\_\_\_

Centre \_\_\_\_\_

<b>Project proposal</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
The title and aims of the project.	
Clear aims and reasoned arguments to support the relevance and practicability of the project.	
Clear identification of how the target language(s) will be used.	
Identification of opportunities for:	
• own skills development	
• collaborative working	
• accessing less familiar learning environments	
• application of language 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.	
<b>Grade A criteria, includes all of above plus</b>	
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.	
<b>Comments</b>	

<b>Project plan</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	
<b>Grade A criteria, includes all of above plus</b>	
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.	
<b>Comments</b>	

<b>Presentation of project findings/product</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	
<b>Grade A criteria, includes all of above plus</b>	
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.	
<b>Comments</b>	

<b>Evaluation of project</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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).	
<b>Grade A criteria, includes all of above plus</b>	
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).	
<b>Comments</b>	

<b>Self evaluation of generic/cognitive skills development</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	
<b>Grade A criteria, includes all of above plus</b>	
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.	
<b>Comments</b>	

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	B	C	Unsuccessful
<b>Additional Comments/Overview</b>				

**Assessor signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal verifier signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## **Section 11**

### **Assessment tools**

## **Assessment tools**

This section gives some examples of recording documents which could be used by candidates and/or assessors to gather evidence and record assessment decisions.

### **Summary checklist**

For recording candidate progress throughout the Interdisciplinary Project.

### **Class checklist**

For recording the grading decisions for each candidate on a single form.

## Languages: Interdisciplinary Project

### Summary checklist

Candidate name \_\_\_\_\_

Candidate number \_\_\_\_\_

Centre \_\_\_\_\_

Evidence	Date achieved
Project proposal.	
Project plan.	
Interim review discussion.	
Presentation of project findings/product.	
Evaluation of project.	
Self-evaluation of generic/cognitive skills development.	

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

# Languages: Interdisciplinary Project

## Class assessment checklist

Class \_\_\_\_\_ Teacher/lecturer \_\_\_\_\_

	Candidate surname	Candidate forename	Candidate SCN	Mandatory evidence completed					Overall grade awarded				
				1	2	3	4	5	A	B	C	U	
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													