



Baccalaureate Interdisciplinary Project

Languages - Exemplar 4

Grade: A (increased from B following External Verification)

“Languages in international finance”

LA

Languages: Interdisciplinary Project

Proposal

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Languages in International Finance
Project outline (what it is I want to do and how will I go about it)	
<p>The aim of this project is to discover to what extent international finance companies use languages to attract clients in Continental Europe. I also aim to find out if these companies are more likely to employ people with foreign language skills. I hope to be able to show that foreign languages play a major role in the operations of these companies as I am worried that as a nation we undervalue language skills.</p>	
Project Objectives:	
<ul style="list-style-type: none">• Identify and make links with international finance companies with operations in the local area• Carry out a survey of these companies and their use of languages to attract clients from abroad and if possible arrange to interview relevant people about their use of languages.• Survey the HR departments in these companies about their recruitment of people with language skills and if possible arrange to speak with recruiters and new employees with language skills• Present conclusions based on these findings	
Reasons for choosing this project (eg personal interest, future plans, links to other subjects I am studying/ have studied)	
<p>This project is of particular interest to me as I intend to study languages beyond sixth year and pursue a career in which I will be able to use my language skills.</p> <p>I have previously carried out work experience in the financial sector and have a keen interest in finance and economics. I am interested to find out if companies abroad are keener to look for business abroad at a time when the British economy is struggling.</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 IT resources within my own centre. I plan to use email and telephone calls to establish initial links with relevant companies and also plan to use company websites and other information available online. I am aware that this is not simply a research project so I aim to conduct face to face interviews with personnel in both finance companies and financial recruitment companies. I will approach staff in my own centre to make use of their knowledge and to find out if they have any links that I could access. I am excited about making links with other people and to working outside the school setting.

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

Application of Language skills - I feel that while the language skills I currently have are reasonable there is room for improvement. I hope that by being able to use these skills practically by interviewing and surveying people and by constructing emails in the foreign language I would be able to improve my spoken and written French and Spanish.

Research, Analysis and Evaluation - I am looking forward to meeting people who use their language skills on a day to day basis and learning about the impact that languages have on large, global businesses. I am looking forward to planning my research, to deciding on the most appropriate research methods, to carrying out the research and then to analysing the information I gain. While I have lots of experience gathering secondary research, this will offer me the opportunity to carry out more meaningful primary research.

Interpersonal skills - I believe that the interpersonal skills I have gained through my part time job will be particularly useful. Through my work in a customer service role I have learned to deal with people in a formal manner and I look forward to further developing these skills in a professional setting. In general, I am a very confident individual and I look forward to meaningful collaboration with others in realistic and meaningful context.

Planning - I feel this is an area where I will need to make improvements as I have previously struggled to manage my time and resources effectively. I hope that through the use of organisational tools such as Gantt charts and by planning my objectives ahead of time I will be better placed to carry out the project. I will need to be meticulous when organising resources and will keep a log of my progress on the PC.

Independent Learning - Until now most of my school work has been directed by teachers. I look forward to being able to work independently and learning to better manage my time. I believe this will be good preparation for the type of work which is required at university level. I feel it is time to set my own learning objectives but I am very much aware that there are a number of people who will support me and offer advice when required.

Problem Solving - This is an area where I feel I am reasonably well prepared and I have a number of contingencies prepared in case my project does not work out exactly as planned. I look forward to dealing with these problems in a logical or creative way as appropriate and would seek out advice if and when these problems arise. I am sure that a project of this size and scale will not be without its issues and that I will be required not to think in terms of problems but rather in terms of challenges and opportunities.

Presentation Skills - I believe that I have good oral and written presentation skills. I have not yet decided exactly how I will deliver my final presentation as this will depend on the outcomes of the project. However I would like to deliver this information in an interesting and innovative way, using ICT.

Self-Evaluation - Through my preparation and planning for the project I have already evaluated the skills that I have. I plan to keep a diary throughout the project as I believe this will help me to evaluate the ways in which my skills have developed over the course of the project. I see this as an opportunity to reflect in a meaningful way about my generic skills and examine ways that I can build on existing strengths

Assessor comments

You have set out clear aims which give lots of opportunities for creativity and challenge. I know that you already have a number of contacts so I have no doubt that your goals are practicable and achievable. Your previous work experience, personal interest in economics and international finance markets and your current studies in Modern Languages are a robust justification for the context of this project. The fact that you are investigating something you are so passionate about is a very good starting point for this project. You are aiming to make substantial links with both finance companies and recruitment agencies with whom you will be able work collaboratively. You have identified opportunities for you to use your language skills which are of a very high standard. You have reflected on your own generic skills and where you will be able to develop them. I am sure that you will enjoy working in less familiar learning environments and setting your own learning objectives.

I have no reservation in approving your proposal.

Verifier Comments

This project is relevant both to you personally and within the broad contexts you have chosen. Your aims are clear and you are obviously very interested in this area. You have reflected on your own skills in terms of your strengths and areas for development in a very mature way. I am sure that you will be able to make substantial links when implementing this project. Your goals are realistic, achievable and also offer lots of opportunity for creativity.

You are embracing the opportunity to work independently but do not be afraid to ask for support and advice when required.

Proposal approved	✓	Further work required	
Candidate signature		Date	Sept 2009
Assessor signature		Date	Sept 2009
Verifier Signature			Sept 2009

Languages: Interdisciplinary Project

Plan

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Languages in International Finance
Is this a group project? yes <input type="checkbox"/> no <input checked="" type="checkbox"/> If a group project, what will your role or responsibilities be?	
Timescales (start, finish and milestones) Oct 2009 Meet with Linda Galbraith, independent management consultant for advice on how to manage a project of this scale Present project plan to panel for feedback and approval Identify and make links with international finance companies/recruitment agencies in France and Scotland to gain a contact person there who can help me with my project Nov 2009 Secondary research on these companies / financial recruitment agencies Draw up relevant questionnaires and surveys in line with my project aims Dec 2009 Carry out surveys and interviews with partners in my chosen companies Write up notes/transcripts of interviews Jan 2010 Prelims Feb 2010 Collate results of surveys and findings from interviews Start to analyse findings March 2010 Analyse findings Write up data / conclusions Present findings to target audience	

Planning – state how you are going to meet the agreed objectives of your project

- Identify banks and other financial organisations in France and Scotland to contact
- Establish initial contact via email via email or telephone
- Identify people within organisations to complete surveys / provide additional information
- Draw up surveys, questionnaires and interview questions
- Arrange visits / telephone interviews with these individuals
- Collate survey data and additional information gathered from secondary research
- Analyse findings
- Produce final report based on information collated

Resources (people, materials, places)

- Link people in chosen companies
- Financial recruitment agencies
- On line information on bank websites
- General information for other websites
- Access to telephone / computer
- Printed information from financial organisations

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

Primary research

Telephone calls and emails to make contact ,
surveys and interviews with relevant staff in international finance organisations
both here and in France

Secondary research

Information on company websites
Newspapers / new websites etc
Company publications

Presentation

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

Modern Language staff
Careers Officer
Pupil Support Staff
S6 pupils
Financial recruitment agencies
Universities

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

Oral presentation
Power Point slides
Written report
Graphs

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).

This project is dependent on the cooperation of staff within the organisations I will contact and their willingness to work in partnership with me. It also relies on these companies having specific policies on recruitment of individuals with foreign language skills.

Access to Internet and other technology will be key in allowing me to obtain secondary information for the project.

Contingencies

Any anticipated problems?

Difficulty in making initial contact
Language barriers
Slow responses from partners
Companies unwilling to share information

What plans do you have to overcome the anticipated problems.

Be persistent
Have a wide range of potential contacts to fall back on both in the UK and in Europe

Method for recording own skills development and future areas for improvement

I intend to keep a diary of my progress, recording the activities I complete and the skills that I use so I can monitor the development of my skills.

I will also log the companies I contact as part of the project. I will meet with my mentor frequently to discuss my progress and reflect on the skills I develop.

Assessor comments

You have developed clear aims in line with your proposal.

Your planning strands are relevant and contain a good amount of detail.

Your timescales are realistic – you have taken account of the fact that January will be a difficult period for you as you will be sitting prelims. By this point you will have done the vast majority of your research and partnership working so you have enough time to carry out the analysis of your findings.

You are clear about the resources you will need and the research methodologies to be used. You are aware that there will be many opportunities to work with others who will give you support and feedback.

You have anticipated probable factors which could impact on the success of your project and you have outlined contingency plans. Do not be surprised if you come up against other, unexpected problems. If this does happen, I am confident that you will be able to deal with these in a creative yet practical way.

You know that you are depending on the willingness of others from outside of school to help you. You are relying on being able to forge links with companies here and in France. I know that you already have a few good and reliable contacts but make sure you are tenacious and creative when attempting to make links in France.

I approve your project plan.

Verifier's Comments

After reading your plan and listening to your presentation to the panel I am confident that you are well placed to implement a very successful Interdisciplinary Project. At all stages, your plan is well thought out and should allow you to meet your project proposals. I agree with your comments and assessment.

Plan approved		Further work required	
Candidate signature		Date	OCT '09
Assessor signature		Date	OCT '09
Verifier signature			

Languages: Interdisciplinary Project

Presentation of Project Findings/Product

Candidate Name	
SCN	
Centre Name	
Assessor Name	
Project Title	Languages in International Finance

Candidate Instructions

Please describe the way(s) you have presented your project findings and the target audience(s)

I presented my findings to an audience which included the Modern Languages Department, Business Studies staff, Linda Galbraith, management consultant, fellow S6 students and S5 students who are considering an Interdisciplinary Project for next year.

After consulting with various partners I decided to present my findings and outcomes in the form of an oral presentation which was backed up by Power Point slides. These slides included a range of findings both from the survey and specific quotes in both English and French from partners which allowed me to demonstrate my overall findings.

I began the presentation with an outline of the aims I had at the beginning of the project and briefly explained how I amended these aims when faced with difficulties during the project and after consultation with partners.

I then went on to explain my research methodology and how I had collected and illustrated my findings. I concluded the presentation by presenting my findings to the audience in the form of pie charts, graphs and quotations from partners.

Everyone in the audience agreed that my presentation was at the right level. I showed a good level of formality and understanding of the audience. I was informative and professional throughout and I received very positive feedback from the audience.

Assessor Comments.

(Please include detailed comments against the following criteria.)

Grade C Criteria	Assessor comments
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.	used a variety of effective resources, research methodologies. He accessed a wide range of information and managed his time well. He was able to prioritise and showed a creative approach to problem solving when he came up against issues. He collaborated well with people and used their feedback to help him make progress throughout the project. He has monitored his own progress and skills development at every stage and has been able to work with a high degree of independence.
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad theme(s).	applied his subject knowledge successfully. He was able to communicate in French in both oral and written forms and gathered a substantial amount of information in French.
Clear presentation of main findings/product.	presentation was clear, informative and extremely interesting. It covered not only his findings but his reflections on his progress and skills development as a whole. His power point showed a high level of ICT skill and his delivery was confident and pitched at the correct level.
Grade A Criteria	
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 contexts to progress the project.	
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established	applied his subject knowledge to a high degree. Through this he has gained a deeper understanding of the use of language in international finance. He has been able to make a number of valuable connections in the broad contexts of employability and economic development

Candidate Signature	Date	April 2010
Assessor Signature	Date	April 2010
Verifier Signature		April 2010

Languages: Interdisciplinary Project

Evaluation of project

Candidate name										
SCN										
Centre name										
Assessor name										
Project title	Languages in International Finance									
<p>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.</p> <p>In my planning I feel my biggest strength was in showing that I was open to being flexible by coming up with contingency plans and recognising that there were potential problems and dependencies. Due to my flexibility and problem solving approach, I was not afraid to adjust my plan and change my scope as I implemented the project.</p> <p>I initially encountered some problems in establishing contacts with financial services companies. I overcame this obstacle by broadening the scope of my project to include specialised financial services recruitment agencies on the advice of one of my initial contacts at Edinburgh partners. I was able to conduct interviews in both French and English and from these come to reasoned and valuable conclusions.</p> <p>Foreign language communication was also an initial barrier as I lacked the confidence to conduct business-related conversations in a foreign language. However as my knowledge both of the project and of other languages grew I was able to overcome these problems.</p> <p>The eventual findings of the project were similar to what I expected at the outset, however I learned that foreign language skills are only a secondary concern for most businesses and are seen as an 'added benefit' rather than an essential skill. I presented these findings in an oral presentation backed up with a power point presentation.</p> <p>My main learning points were that I can work independently and take ownership of my own learning and that this does not preclude seeking advice and feedback. Rather, seeking the support of others enhanced my self reflection and decision making skills. In addition, I feel more confident with my French which I was able to use in a realistic and meaningful context.</p>										

How effective were my communication methods?

My initial decision to correspond by email made it difficult to get the project started at first as many emails were not responded to or responses took a significant amount of time. By switching to principally phone based communication I found it easier to find and engage contacts and also managed to record some specific, anecdotal evidence that would have been more difficult with my initial communication plans. I have excellent interpersonal skills and a good understanding of financial markets and found it easy to communicate with people, both in French and English at a more professional and formal level.

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

The findings of the project were particularly useful to me as a language student with a potential interest in the financial services sector as a career choice after university. The findings of this project could prove useful to any students interested in a path like this and also to careers services in schools and universities so they can improve the quality of their advice.

Assessor Comments

This is a critical and justified evaluation of your project and you cover all three stages of planning, implementation and findings/outcomes. You recognise both strengths and weaknesses and your own specific learning points. Throughout this project you have effectively communicated with a number of people on an appropriate level. I see this as one of your strengths. Your communication has indeed been skilful and your presentation was carefully constructed and pitched at the correct level for your target audience.

Verifier Comments

I can confidently state that you have made a very critical and well thought out evaluation of your project. It is clear that you have been able to identify where your strengths and weaknesses lie. You have worked with a number of partners which has added a truly Interdisciplinary aspect to the project. At all times your communication skills in both French and English have been excellent and you have processed a wide range of information in a very sophisticated way. I found your presentation informative. I agree with the Assessor comments.

Candidate signature	Date	Apr '10
Assessor signature	Date	April 2010
Verifier signature		April 2010

Languages: Interdisciplinary Project

Self evaluation of generic and cognitive skills development

Candidate name								
SCN								
Centre name								
Assessor name								
Project title	Languages and International Finance							

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

Generic and Cognitive Skills	Self evaluation
Application of subject knowledge and understanding	
<ul style="list-style-type: none"> •1 Think about practical uses for the languages the candidate has learned. •2 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). •3 Plan how they can use their knowledge of languages effectively as part of a successful project. •4 Use their languages to help them carry out various aspects of the project. 	<p>My language skills were essential when I had to contact companies abroad. Initially speaking in a foreign language on the telephone was a difficult process but I feel my confidence has improved during the process. I had the opportunity to take part in simulated role plays with my mentor and other Modern Language specialists which helped to put me at ease and improved my confidence before going "live" on the phone to France.</p> <p>Languages also came in useful when it came to doing research online. My ability to quickly analyse and make use of information available from company websites proved invaluable and I now feel confident in my use of French in a business context.</p> <p>Overall, I feel that I applied French practically within the contexts of employability and economic development. This helped me to carry out my project successfully.</p>

Research skills – analysis and evaluation	
<p>Plan</p> <ul style="list-style-type: none"> •1 Define the research subject by identifying its scope and key concepts. •2 Define the research process by identifying tasks and creating a schedule. •3 Show initiative in choosing methods of research eg contacting companies, surveys, focus groups, experimentation. •4 Identify and use relevant tools, resources and contacts for your research process. 	<p>My initial plan was to use two principal methods to obtain information</p> <ul style="list-style-type: none"> • A quick, easy to complete survey • Telephone or email conversations with key contacts at various international financial companies and subsequently, face to face conversations. <p>The initial schedule I created was difficult to keep to as it took longer to establish initial contacts than I originally expected. The raw numerical data I received from the surveys was useful and the personal experiences I got from phone and face-to-face conversations was very useful. However I got less personal feedback than I had initially hoped.</p>
<p>Research</p> <ul style="list-style-type: none"> •1 Carry out research from a variety of sources. •2 Keep records and notes on strategies, sources, tools and resources used. •3 Adopt a referencing methodology (where appropriate). 	<p>The project and the difficulties I initially faced in contacting companies required me to re-think my plan and develop new research skills. The difficulty in establishing contact with companies by email and online required me to use more direct methods of contact such as the telephone. My phone manner has improved immeasurably and I now feel much more confident in speaking to people by phone in a business context.</p> <p>Keeping my files organised was also initially a problem for me especially as I had a mix of electronic and paper communication. Eventually I decided to use a new software package – <i>OneNote</i> and take scans of my paper communications and keep them together with emails and screenshots of web pages.</p> <p>The struggle I had in getting people to take the survey that I had prepared required me to re-draw the type of questions I was to ask and eventually offer the survey in an electronic format that could be completed online. I also had to deal with various contacts' desires to keep certain pieces of information</p>

	<p>confidential was also a struggle and I was indeed asked by some contacts not to associate the information with a particular company. This changed the presentation of my final results where I decided to look at more general patterns across the entire financial services sector and not focus on certain individual companies as I originally planned.</p>
<p>Analyse</p> <ul style="list-style-type: none"> •1 Analyse the usefulness and reliability of materials gathered and resources consulted. •2 Return to the research stage as necessary 	<p>I feel that my analytical skills which were strong before I began the project have also improved in the course of the project. I had not previously had to analyse this volume or type of information. My analysing skills were also key at the beginning of the project when I realised that I was not going to be able to obtain all the information I required from my initial contacts.</p>
<p>Evaluate</p> <ul style="list-style-type: none"> •1 Evaluate the research process. 	<p>I encountered problems with the research process I initially planned. It was more difficult to get companies to spend time discussing their employment goals with me and many were reluctant to divulge what they saw as confidential information. However my problem solving skills proved invaluable at this point and I was able to adjust my research methods to ensure that I still found out all the information I required by focussing more on recruitment agencies.</p>

Interpersonal skills – negotiation and collaborate	
<ul style="list-style-type: none"> •1 Consider other people's views/feedback. •2 Discuss issues of concern, seeking resolution where needed. •3 Adjust approach in response to a situation/ environment. •4 Have positive self belief. •5 Be confident enough to offer and ask for support. 	<p>I was initially very nervous at the thought of contacting companies and was particularly daunted by the prospect of having to contact companies abroad and use my foreign language skills. However I feel the conversational skills I gained in French from this project will be particularly useful at university level and indeed helped me in my Advanced Higher French speaking examination earlier this year. At all stages, I sought feedback and was able to discuss my concerns about initial lack of response. The feedback and support I was given allowed me to reflect on the process. It made me realise that by having to adjust my plan, I was not failing in the implementation stage. As such I adopted a more positive attitude and actively found a resolution to the problems. was also able to talk to people both within my school and my family when asking for advice which gave me the skills I required to work within a professional, business environment and to look for creative ways to solve problems.</p>
Planning – time, resource and information management	
<ul style="list-style-type: none"> •1 Estimate time needed and set milestones (targets). •2 Monitor/record progress using tools such as schedules, diaries, logs and calendars to help completion of activities. •3 Consider any probable barriers to achievement and take steps to minimise them. 	<p>The list of potential contacts that I compiled before I started contacting companies proved invaluable as I was able to quickly establish contact with other companies if my initial contacts were unable to provide me with certain types of information. The advice I got from others on companies to contact was very useful and indeed the idea to contact specialised financial recruitment agencies came from a contact at one of these companies. I was able to monitor and record my progress through regular contact with my mentor and by keeping a detailed log not only of practical activities but of the impact of these on my generic skills. As discussed in the previous section, I was able to anticipate problems and take steps minimise and indeed, solve them.</p>

Independent learning – autonomy and challenge in own learning	
<ul style="list-style-type: none"> •1 Use skills responsibly to make things happen. •2 Take initiative to establish links with other learning environments/opportunities. •3 Look for challenges and don't necessarily take the easy option. 	<p>I feel that this was truly my own project as I made all the key decisions and was the person who established contact with the companies I got in touch with. The skills such as problem solving and research that I have developed during the project will be extremely beneficial at university level where I will be required to work independently on a far greater scale than at school. This project has given me an insight into this type of working and I have to say that I am proud of my project!</p>

Problem solving – critical thinking; logical and creative approaches	
<ul style="list-style-type: none"> •1 Generate and explore ideas to support my project. •2 Use creative approaches such as lateral thinking. •3 Use logical, step by step thinking approaches. •4 Consider how a situation may have arisen and possible contributory factors. •5 Think critically about possible actions/changes that would improve the situation. •6 Analyse points of view in source materials in order to support findings from research eg flaws in the reasoning; relevance; reliability; supporting evidence; credibility of sources of evidence. 	<p>My problem solving skills were particularly key in this project as it proved more difficult to contact people within the international financial sector than I had expected. For this reason I had to change my method of initial contact with companies from email to phone as I was struggling to get replies to the emails I sent in both French and English.</p>
Presentation skills	
<ul style="list-style-type: none"> •1 Choose appropriate formats and apply effectively eg written, oral, video, multimedia. •2 Consider the target audience, the layout, structure, degree of formality of my presentation. •3 Gather, select and include relevant information or ideas, emphasising the main points. •4 Present information/ideas/reflections with supporting detail in a logical order, reaching a reasoned conclusion. 	<p>I decided from the outset that my initial results would be delivered as a PowerPoint presentation. This gave me the chance to present the statistical data as an easy to understand set of charts and graphs and also give emphasis to particular quotes and statements I got from the companies in question, arriving at a reasoned conclusion. As I kept an electronic copy of the information I gathered I was able to move this from the document to the OneNote presentation easily. The presentation was appropriate for the target audience of school staff, Linda Galbraith, management consultant, fellow S6 pupils and S5 pupils who are considering the Baccalaureate for next year.</p>

Self evaluation – recognition of own skills development and future areas for development	
<ul style="list-style-type: none"> •1 Ask for feedback and deal positively with praise, setbacks and criticism. •2 Reflect on my experiences and feedback from others to assess the development of the knowledge, skills and understanding. •3 Learn from the experiences and use to inform future progress. 	<p>My confidence grew during the course of this project when working collaboratively with others and also in asking others for advice and feedback. Presenting my plan to a panel early on gave me the opportunity to receive both positive feedback and suggestions, many of which I took on board. Having the opportunity to work with a management consultant in the planning stages was invaluable and I learned lots in terms of time management, SWOT analysis and positive thinking.</p> <p>Taking on criticisms on board and being able to reflect on them led to a successful project. It allowed me to weigh up a variety of opinions and then come to my own, considered decisions.</p> <p>I am pleased with my findings and with the opportunities I had for personal growth. This project was a challenge to me but I feel I embraced it and saw it through to a successful conclusion.</p> <p>Gaining experience working with adults in a different and more professional setting has been rewarding.</p> <p>I have learned that not everything turns out as expected but with some support, initiative and creativity, you can get there in the end.</p> <p>Of course, I understand the importance of working to deadlines and managing my time effectively.</p> <p>This project has helped to prepare me for university and has allowed me to reflect on my skills and abilities to a high degree. I am excited about going to University and I feel that the skills I have developed and the improvements in my French language skills throughout this project will be invaluable.</p>

Assessor comments

You have critically evaluated all of your generic skills in a thoughtful and reflective manner. You have effectively evaluated your own strengths and development needs, taking into account the positive feedback and encouragement you sought and received throughout your project. You used this feedback in an assertive and justified way to allow to proceed through all stages of the project and to bring it to a successful conclusion. At all stages I noted a high level of autonomy and independent learning and you did take ownership of your intended learning outcomes. You effectively used your French language skills in both primary and secondary research. Your self evaluation is of a very high standard and I believe that you have grown considerably throughout this project. Well done.

Verifier comments

Having spoken to you about your evaluation, I am in no doubt that your have completed a critical and analytical appraisal of your own generic and cognitive skills. At all stages you showed a high level of independence but you were never afraid to seek out support and advice from partners both in and out of school. Yo used feedback appropriately to overcome problems and move the project on. You have improved your language skills in French. I have no hesitation in agreeing with the Assessor comments and I consider this to be a very high level self evaluation.

Candidate's Signature

Assessor Signature

Verifier Signature

April 2010

Languages: Interdisciplinary Project

Assessment checklist

Candidate name

Candidate number

Centre

Project proposal	Tick as appropriate
Grade C criteria	
The title and aims of the project.	✓
Clear aims and reasoned arguments to support the relevance and practicability of the project.	✓
Clear identification of how the target language(s) will be used.	Y
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.	✓
Grade A criteria, includes all of above plus	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	✓
Robust and carefully argued justification of the proposal.	✓
Substantial links and understanding of possible connections across disciplines contributing to the project.	✓
Comments	
<p>This proposal fully meets the requirements for the project,</p> <p>proposal is well conceived. has set himself clear aims which allow lots of opportunity for creativity and challenge. His goals are practicable and relevant to his areas of interest and in terms of the broad contexts he has chosen. This has led to a robust and carefully argued justification of the proposal. already has a number of contacts in the world of international finance so I have no doubt that the project is achievable and that he will be able to foster good working relationships with a number of partners. He is aiming to make substantial links with partners and he undoubtedly has a deep understanding of the connections he will be able to make from a variety of sources at different stages of the project. He has identified how the target language will be used and has outlined numerous opportunities for generic and skills development. is looking forward to working independently and also collaboratively in a variety of learning environments.</p>	

Project plan	Tick as appropriate
Grade C criteria	
Development of clear project objectives in line with the project proposal.	✓
Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated.	✓
Realistic timescales and achievable milestones for each stage of the project.	✓
Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback.	✓
Grade A criteria, includes all of above plus	
Careful selection and effective use of research/investigation techniques.	✓
Anticipation of probable and possible factors which may impact on the project.	
Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.	✓
Outline the process for achieving own identified development needs.	
Comments	
<p>... plan clearly reflects his proposal and it details relevant and detailed planning strands which are broken down concisely. These will allow him to effectively implement and evaluate the project as a whole. He has outlined timescales which are realistic and he is aware of the resources needed, of differing research methodologies and, as determined when he was presenting his proposal and plan to the forum, is open to feedback and support from staff in and out of school.</p> <p>... has carefully selected relevant primary and secondary research methods and I am convinced that he will employ these effectively in order to find the necessary information to help him meet his aims. He has been given advice by a freelance management consultant that face to face interviews are often the most effective way of getting information and I know that with Adam's excellent interpersonal skills, this will be an appropriate method for him to use.</p> <p>... has identified a number of dependencies and knows what is required to be able to progress from one stage to the next and that she will be relying on the support of a number of very busy external partners. He is also aware that as he goes along, he may well have to make adjustments to his plan.</p>	

Evaluation of project	Tick as appropriate
Grade C criteria	
A critical and justified evaluation of all stages of the project process: planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points.	✓
Effective use of chosen communication method(s).	✓
Grade A criteria, includes all of above plus	
Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence.	
Careful choice and skilful use of communication and presentation methods(s).	✓
Comments	
<p>has successfully met the criteria for Grade C. Further to this, I would say that his communication, not only when delivering his presentation but also throughout the project as a whole has been skilful and mature. His personal communication was excellent and he showed a high level of inter personal skills when speaking to people both in school, by telephone or in person. He took advice for a freelance management consultant when considering his presentation and this was a huge success. has, without a doubt, grown personally and on a professional level while completing this project.</p>	

Self evaluation of generic/cognitive skills development	Tick as appropriate
Grade C criteria	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	✓
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	✓
Grade A criteria, includes all of above plus	
Insightful, balanced and well structured self evaluation of own development.	✓
Assertive and justified use of feedback from others in evaluation and identification of development areas.	✓
Comments	
<p>self evaluation is critical, insightful, balanced and well structured. He has shown a huge amount of maturity in reflecting on his generic and cognitive skills. He is able to identify his own strengths and areas for development form both deep self reflection and also by taking account of feedback from others throughout the project. I can confidently state that is conscious of the fact that support, advice and feedback from others is invaluable and that he has used all of this in helping to evaluate and identify his skills.</p>	

Presentation of project findings/product	Tick as appropriate
Grade C criteria	
Evidence of effective and critical use of: resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self monitoring.	✓
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.	✓
Clear presentation of main findings/outcomes.	✓
Grade A criteria, includes all of above plus	
Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues.	
Skilful and creative use of resources, including people, information and learning context to progress the project.	
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	✓
Comments	
<p>... nas met all of the Grade C criteria. In addition he applied his language skills in French to a high degree which led to a deep understanding of the world of international finance in the broad context of employability and economic development. He has also gained an understanding of the role of languages in the financial. He has been able to make a number of valuable connections in the broad contexts he has chosen.</p>	

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	B
Assessor comments This project exceeds the criteria for a competent Grade C performance across the five pieces and has many areas which are highly competent. At all stages, demonstrated a high degree of autonomy, initiative, creativity and application of his subject knowledge. He was able to work collaboratively with people and his communication and interpersonal skills have been first class. His proposal was challenging yet realistic and he showed skill in the planning stages. His project findings were informative and his presentation methods were very good. He showed a great deal of reflection when evaluating both his own generic skills and the project as a whole.	

Assessor signature _____

Date May 2010

Internal verifier signature _____

Date May 2010