



The Scottish Baccalaureate in Expressive Arts

Interdisciplinary Project- Exemplar 1

“Female perceptions of beauty”

Grade: B

Expressive Arts: Interdisciplinary Project

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Female perceptions of beauty								
<p>Project outline (<i>what it is you want to do and how will you go about it</i>)</p> <p>I plan to look at how the female perception of what is beautiful is influenced by the fashion industry and the media. I will also investigate the psychological damage this may have on females and how different ages are influenced. I am interested in whether attitudes to beauty varies throughout a persons life so will explore this idea by interviewing females from a variety of ages. I will use magazines, the internet and articles from newspapers as resources. I will also use my knowledge of textual analysis to break down studies that have already taken place.</p>									
<p>Reasons for choosing this project (<i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i>)</p> <p>As a young female the project is of personal interest to me as beauty and appearance are important to me along with fashion. I read a lot of fashion magazines and know the influence they can have on girls my age. I am also currently studying fashion as part of my advanced higher art design project and higher psychology due to my natural curiosity on how people and their minds work. I am attracted to a project that allows me to explore such a relevant topic, and to use and develop the wealth of skills I have through my current and previous studies.</p>									
<p>The broad contexts this project will cover are</p> <p> <input checked="" type="checkbox"/> Citizenship Enterprise <input checked="" type="checkbox"/> Employability Economic development Sustainable development </p>									
<p>Learning environments I will access are</p> <ul style="list-style-type: none"> • Researching relevant fashion magazines to different age groups and how they advertise fashion and beauty projects and what articles focus on. • Contacting university Media Studies department and their dissertation database that have articles on this topic for specialist information. • Contact colleges and Art schools to discuss the fashion industry • Contact Psychology departments in colleges and universities to discuss the impact media has. 									

- Involve teachers from the Art and Psychology departments in school to help with Specialist content.
- Interview females of a variety of ages in the area to see what their perception of beautiful is and see whether the view changes with age.
- Set up an interview with a former model to see if pressure from the fashion industry influences their body shape and also if this effects their employability.
- I will have focus groups of different ages to which I will ask the same questions to see if vary with age.
- I will use the skills and experience of teachers within the school, especially the Art, Psychology and Media teachers.

How I will use my knowledge of expressive arts

I will use my knowledge of the Fashion Industry through art and look at fashion illustrations, designs etc. I will use my interest in media studies by analysing magazines and how the media impact/influence the perception of beauty and also how beauty is represented. I will then relate these topics to my knowledge gained in psychology.

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

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

Application of subject knowledge and understanding

From art and psychology I will improve my understanding of both subjects as I will be looking in depth to parts of the subjects I have not yet investigated.

Research skills- analysis and evaluation

I will apply my evaluative skills I have gained in Art and other Highers. My project will require me to apply more complex methods of textual analysis which will mean applying my skills gained in higher English. I have learned to analyse in art and design but I now hope to improve these skills further as I carry out my project. My research skills will be improved as I will be using resources I have never used before. I will be gathering first and second hand information and will have to use what I think is valid to my project.

Interpersonal Skills

So far my interpersonal skills have been based on course work undertaken in school. In this project it will be my responsibility to recognise whether the results I have are accurate and valid to my project. I will need to self evaluate my own progress and if I am achieving what I have set out to achieve. I will also be interviewing people I have never met before therefore allowing me to improve on my social skills and also to give me the opportunity to develop my knowledge of how to present my questions in an appropriate format.

Planning: time, resources and information management

A successful project relies on good organisation and precise scheduling. I know from my experience in art and design that it is crucial to stick to the time I have agreed on. Meeting deadlines is important in all my subjects therefore I must make sure that my other commitments do not suffer due to poor scheduling in this project. I must set

realistic target dates to ensure I achieve them and do not fall behind. This will give me practice for personal study and planning which are both skills I will need at university.

Independent learning – autonomy and challenge in my own learning

My advanced higher art project encourages independent thought and learning so I can apply my knowledge from that to this project. I understand that the success of my project depends on the amount of work and effort I put in. I have to make personal decisions as to where I want my project to go next and whether it is working or not. I will be developing my management skills which will let me work at my person skills at the same time as being creative. Although I will have the support of my teachers, family and friends I know that any success depends fully on my commitment.

Problem solving

I am aware that problems may arise in my planning but I am confident that my past experiences in other higher subjects will allow me to evaluate and correct the issue. I am happy that these decisions may take my project in a direction I hadn't thought of and I am excited to see the outcome.

Presentation skills

Throughout my studies in art I have learned how crucial presentation can be. I need to decide what is the best way to showcase my results and to show them in an interesting way. If I chose to use a power point presentation this will help on my creativity and my confidence on public speaking.

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

Evaluation is part an important part Art and Design in both Expressive but especially Design therefore I am used to reflecting on the work I have done. I know that throughout my project there will be things I will want to change. This reflection is a serious skill needed in art.

I know that I will have a large amount of information to work through which is why I will have to make sure I stick to the targets I have made in my plan. I know there will be some parts in my project that I will need help with and I know that I can refer to teachers or peers for support. This will help for any future career or at university when problems arise.

I will need to use a high level of analysis to choose which parts of my project are better than others.

A high level of evaluation will help me do this.

Assessor feedback to candidate

A valid and interesting topic with much relevance to today's society and young people in particular. You may want to consider being more specific in your outcomes as your stated aim is very broad. The methods you have chosen are appropriate to the project and will task you with mastering new skills and honing previously learnt ones. The proposal to present to a live audience is again challenging and will take you into new experiences which will help you prepare for life after school.

Proposal approved	YES	Further work required	
Candidate signature		Date	
Assessor signature		Date	

Expressive Arts: Interdisciplinary Project

Plan

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Female perceptions of beauty								
<p>Is this a group project? yes <input type="checkbox"/> no <input checked="" type="checkbox"/></p> <p>If a group project my individual role or responsibilities will be:</p>									
<p>Timescales <i>(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)</i></p> <p>(a) Initial research and planning in consultation with school.</p> <p>June 2012 – December 2012</p> <ul style="list-style-type: none"> • Start June to prepare questionnaire. • By 7th June have gathered volunteers of different ages to be apart of focus groups (approximately 6 per age group). • 8th June give questionnaires to focus groups. • Record the results of the questionnaires. • Taken from the information gathered, buy some of the magazines mentioned in the questionnaire results and analyse the Articles written in them. • Note the difference in what kind of articles are in each magazine. • Take photos of some of the focus group participants and gather photos of the individual chosen by them who is considered beautiful. • By the end of June all questionnaire research must be completed. • Depending on the results of the questionnaire, do some research into what kind of media influences participants most on their appearance. • Have evidence of different media portraying beauty. • Look at University Dissertations on this. • Research the short and long term psychological effects this has on individuals. • Research eating disorder statistics. • Research medias editing of celebrities and models. • Compare all results to those from 50 years ago. <p>January 2013</p> <ul style="list-style-type: none"> • Have all research completed by the beginning of January. • Start PowerPoint presentation mid January. • Graphics prepared and stored. 									

- Script Written.
- Presentation ready by the end of January.

February 2013

- Practice and last minute editing of presentation beginning of February.
- Presentation showcased mid February in front of the parent council board.
- Begin self-evaluation using diary, recorded presentation etc...

March 2013

- Self-evaluation to be completed by early to mid March.

(b)Preparation and basic research

- My assessor gave me the deadlines of final presentation and final write ups. It was therefore up to me to ensure I had enough research and evidence to present on these dates. I had to have a strict schedule and ensure I stuck to it. I had to schedule around my higher subjects and also my part time job ensuring I didn't fall behind on any of these aspects. I had to use my time wisely over the summer and October holidays.
- Preparation of the PowerPoint is essential. I had to cut down on my results to ensure I had a clear line of thought throughout the presentation and all information included was relevant. A PowerPoint is easy to construct therefore I didn't need to prepare months in advance. I could focus fully on my research and results before worrying about the PowerPoint.
- Finalisation of the script and PowerPoint must be finished by the end of February to allow time for practice and to correct any errors. As it was presented in front of the schools parent council board I had to ensure I was accurate and confident in what I was saying. Many of them had not heard about the Baccalaureate before so it was important that the process was clear to them.

PLANNING

Research – Finding relevant research material which relates to and supports the view that media is shaping the way we see ourselves.

Survey – Plan questions I feel relevant to ensure I am finding out facts and opinions of a range of ages. I will then look over these questions with my teacher to see if she has any criticism or ideas to help better it. I will then hand out the survey to girls of all ages around the school including staff.

Results – After collecting the surveys back in I will go through them one by one to find out the opinions I have gathered. This will tell me which form of media is most influential on body image and what influences them the most to buy products, clothing etc.

Skills – the success of this project will depend solely on my commitment and organisation. I am looking forward to testing myself to see how well I can do when no one is telling me when parts of my project have to be completed for. I am good at speaking to new people therefore I can use this as a strength to get discussion going in

the direction I want it to. If focus groups are comfortable I can record the sessions as this will give me evidence, which I can later evaluate.

Target audience – I want to make sure young women are interested and hopefully I will encourage them to be happy with the way they look.

Resources

I will work closely with teachers from the Art and Design department and also the psychology department to gain access to have any information they have concerning this topic. Also for help on data management.

I will need people to complete my surveys. I will use the Internet and the library in school.

I will need a diary to keep on top of deadlines and to document any problems I have encountered.

Research methods (e.g. contacting companies, surveys, focus groups, experimentation)

I will contact women of different ages face-to-face and will also gather information through surveys.

I will construct focus groups of 6 people per age group to see if age is a factor in body confidence. It will allow me to hear different opinions and to be involved in the discussions, therefore helping my social skills.

To find out specialist information I will make use of books and the internet at school and home.

Resources (eg people, materials, places)

Resources involve pupils, teachers, members of the public volunteering to give me their opinions and knowledge. I will also use different sources of media such as magazines, television and internet to gather information.

Technology required a desktop or laptop to produce questionnaires, script, and gain access to the internet and also to create the final PowerPoint presentation.

School, university and National libraries for research.

Members of staff in school who have both specialist knowledge of psychology, art and media.

Research methods (e.g. contacting companies, surveys, focus groups, experimentation)

The project splits into two main parts – collection of data and the production of the media product.

Collection of data will involve both primary and secondary sources. Questionnaires with focus groups will be the main primary source and will involve regular scheduled meetings. To gather information from older individuals I will ask local members of the public to participate. Gathering information from magazines, books and internet will be the main secondary source.

The second part of the project involves PowerPoint production skills. This will involve solving which information is relevant to the topic and making sure the PowerPoint is easy to understand.

Other research tools will be based on library research using specialist opinions and psychology investigations into to psychological effects of medias perception of beauty.

Presentation

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

The main target audience for my product are young women in Scotland and those who are interested in art and fashion and perception of beauty in the current media.

Women of all age groups who may well be affected by eating disorders and/or are self-conscious of their body image.

Media professionals who look for a way of selling their media products and the reaction/expectations of audiences.

Schools Parent Council Board and other invited guests who may be effected or unaware of this issue. Parents with teenagers may find this an important issue.

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

A PowerPoint would be my first choice of presentation as I can display images to support my points and also to make the issue real to the audience. The script will link into each slide and each slide will display a different point. By seeing images of before and after results will hopefully shock the audience so that they themselves will be aware of how many images they themselves or their children are exposed to. This will also enable me to provide an analysis of the way the media is shaping body image.

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 have to get the cooperation of pupils, teacher and members of the public as my project is dependant on real opinions from real people. The willingness of the general public to respond to opinion Questionnaires is vital.

Background knowledge can be got from library or internet research.

The research has to be completed in the timeframe indicated otherwise the completion of the presentation will be compromised and that will have a knock on effect on the evaluation.

Contingencies

Any anticipated problems

Participants of the focus groups opinions may be influenced by those of others in the group.

Participants may not be honest.

My plans for overcoming the anticipated problems.

Have other ways of finding out opinions other than discussions, for example surveys than require you writing an opinion rather than expressing it aloud.

Questionnaires and surveys to be anonymous.

Delays in response.	Leave enough time in schedule to prepare for situations such as this. Seek alternative contributors.
Use of equipment is restricted.	Make an agreement with teachers about access and stick to it. At busy course times agree to work at lunchtime and after school.
Problems in interpreting statistical data.	Seek help from Psychology teacher.
Slippage in production schedule.	Find more time to meet production deadlines. Seek help from classmates and staff.

Method for recording my skills development and future areas for improvement

I intend to use a diary that I have used before in art and design. When I know my deadlines I find it beneficial to write a vague plan of what I want to have achieved by a certain date. Therefore I can note in each section if I have encountered any problems and how I have overcome them. Also it will be easy to see where I am in terms of progress through my project. All notes will then be typed and saved on a data stick and on desktop so I have a backup of information.

In addition I intend to use the electronic template provided by the SQA and will store on a data stick as a guideline. Initially I will seek feedback from my teacher. I also intend to use the Scotbac progress pack to evaluate progress.

From each of these records I will be able to see which skills I have used and how effective these have been in completing my project.

Assessor feedback to candidate

After careful consideration and reflection, you have chosen a project which can be related closely to your own personal interests,

The plan is realistic because you have narrowed its focus to be more specific. You have now recognised that you will have to access a smaller focus group. It would be useful to contact the university as early as possible so that you can get on with your research.

Timings for the project are crucial and you will need to negotiate and co-operate with others. The contingency plans are straight forward and simple

		Further work required	
Candidate signature		Date	
Assessor signature		Date	

Expressive Arts: Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Female perceptions of beauty

<p>How I presented my project findings <i>(describe in detail how you presented your project findings and explain the choices you have made with regard to your presentation method(s) and audience(s))</i></p> <p>I presented my project in the form of a PowerPoint and showcased it in front of the parent council board, parents and other invited guests. This gave myself and the other pupils involved in the Scottish Baccalaureate Project the chance to not only inform the guests of their findings but to show what the Scottish Baccalaureate is all about. The PowerPoint was screened as I presented my information from a script I had constructed. In this explained my different stages of work and how I come to the reach the results I had. I showed photos of some the members of the focus group, pages from magazines and images from the internet. I was filmed as I presented my PowerPoint. This allowed me to look back over my presentation and evaluate how well I had done and also what I could have improved on. Evaluation sheets were handed out at the end so I could gather some feedback.</p>	
<p>Assessor feedback to candidate</p> <p>After an initial problem with technology the several practice sessions bore fruit with a smooth and assured delivery to an audience of parents, and education professionals. The material, some of which was thought-provoking was presented both orally and visually in a professional manner which provoked discussion in the Q & A session.</p> <p>Feedback was taken through a questionnaire and the presentation was videoed so that further reflection could be taken for the self evaluation. The feedback and comment from parents was very positive.</p>	
Candidate signature	Date
Assessor signature	Date

Expressive Arts: Interdisciplinary Project

Evaluation of project

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Female perceptions of beauty								
How successful has my project been overall? <i>(consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</i>									
<p>I think the project has met its targets and achieved its aims. It was completed on time and the feedback I collected had a good number of positive comments. Sticking to deadlines was crucial in the completion of my project. I feel I stuck to these deadlines relatively well. I was sometimes a few days late but nothing too much that it effected the progress of my research.</p> <p>Getting women to partake in focus groups wasn't as difficult as I first thought. Pupils and staff in the school were really helpful and were happy to be involved. However, a lot of the research was done in my own time. I had to go out and buy magazines and spend time reading through articles and research projects that I found on the internet. This was the most helpful information. Although I wouldn't have known what I was looking for without the help of the focus groups.</p> <p>I found out how to carry out detailed textual analysis of both print documents and posters through the media department. This allowed me to put my results in context for my audience of women.</p> <p>My assessor was really supportive in my project pushing me to take it further which I feel I did. With the timescale I had I knew I couldn't stretch myself too far so I think I did well to keep to a straight line of thought throughout my project.</p> <p>There was some slippage in the production of my PowerPoint as I was ill in the week running up to presentation and this resulted me in only having my first full run through on the day of the presentation. I think this is the reason I was more nervous than I thought I would have been.</p> <p>Overall the response to the final version of the Presentation was positive. The audience said that they were impressed at the amount of depth my project had and it was clear and easy to follow. Other pupils thought that the IP was an attractive option that they might like to do in 6th year.</p>									
How effective were my communication methods throughout the project?									
<p>I had to communicate mainly face to face with pupils and staff. I had to change what language was used to make sure everyone understood what I was asking them. I had to make the younger girls feel comfortable enough to share their opinions with me and their peers. I feel I done this effectively. I was advised by my</p>									

teachers to be well prepared with my questions and to make sure I kept the discussions on topic. The focus group sessions went well and those involved were very helpful and respectful of myself and each other.

The public opinion surveys were varied in their responses with some of the public basically not being bothered to give detailed answers. I expected this to happen so I took what information I could from them.

I used skills which I had learnt in psychology research as a practical way to obtain evidence.

I believe that I have improved my interpersonal skills. I was initially a bit worried about speaking to the younger girls as I thought they might shy away from their opinions and conform but found them to be very considerate and helpful. Most were very good at giving their own opinions and disagreeing with others.

Presentation of work has always been important to me so I wanted to make sure my PowerPoint looked nice to a standard I was happy with. My script was relevant to each slide which made it easy to follow therefore the audience could see my line of thought.

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

The next step could be to find out the views of men and their perspective on beauty. The methods used would be exactly the same but the results could be completely different.

I could also create a more detailed survey and this could be set up across a range of Scotland's high schools to see if location is a factor on body image and confidence.

Candidate signature	Date	
Assessor signature	Date	

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Self evaluation of generic and cognitive skills development

Candidate name										
SCN										
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Assessor name										
Project title	Female perceptions of beauty									

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
<p><i>(Think about practical uses for the expressive arts you have learned. How did you use your knowledge of expressive arts effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)</i></p> <p>My knowledge of Art and Design was a key aspect as I know magazines etc. are all about presentation therefore I can understand to an extent as to why there are so many edited photos issued. Likewise my knowledge of research methods in psychology was important for me to understand the impact of beauty on young women through fashion.</p> <p>Being a young women, I can sympathise with lack of body confidence and I can relate to many of the opinions of other girls. I feel this gave me a deeper understanding and made the project more personal.</p>
Research skills – analysis and evaluation
<p><i>(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)</i></p> <p>I began with the idea of studying the opinions of both genders across a range of formats but this was unrealistic as it was pointed out to me. Therefore I chose to focus the project on women as I felt I had more ideas from the female perspective. My main success was the interviews with the focus groups. I was well prepared with my questions because I did research and knew what I was aiming to find out. I asked questions that would initiate discussion among the groups. This was a big plus for my interpersonal skills and it also gave me really good information that I had not originally thought about.</p>

Information from surveys was useful and the volume of it didn't cause me time problems.

Using textual analysis of girl's and women's magazines was not only important but opened my eyes to the way that fashion, diet and cosmetics are marketed to women as essentials, without adequate explanation of any potential dangers.

The Art and Psychology departments at school were really helpful and helped me develop my skills in researching data.

Keeping in touch with my contacts developed my computer, phone and texting skills.

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.)

Being able to construct focus groups and being able to keep the discussion going was a test of my communication skills. My teachers gave me a lot of advice on how to direct the conversation in the direction I wanted it to go in as they do this on a daily basis.

Peers helped out by filling in my surveys and getting others around the school to do so too. They also took part in the focus groups. I could discuss in these groups the results of the survey. This helped me focus on specific issues.

My teachers helped me with how to interpret data research and this made me more confident when handling data and statistical information.

When arranging to meet with the focus groups I had to do it out of class time so it didn't interfere with and studies and also had to make sure it was a time that suited everyone. This was difficult at times but it meant I had to negotiate with the members of the focus groups to come to an agreement. I sometimes had to make a final decision. This didn't always please everyone but I needed to stick to deadlines.

Planning – time, resource and information management

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

My proposal came with advice from my assessor that my IP was too broad. I eventually realised that this was right so I focussed only on one gender. Even with this I found the time schedule tight and I almost missed my presentation date. But I did stick to the plan, more or less. I kept a logbook/diary, which I checked against my detailed plan but probably not enough. I experienced a few technical problems – loss of edited footage, poor sound quality and issues with lighting. This experience made me realise some of the realities that I will have to face in the world of work.

Independent learning – autonomy and challenge in own learning

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

The project is all about independent learning. I wanted to do this for my benefit and

to show that I can make decisions and take responsibility for them. I made mistakes but I got support from staff and other pupils that gave me the determination to see it through. I was given advice and applied it. I think it will stand me in good stead for the next step in my learning. I had to show skills in getting information from different age groups and different individuals who did not know me. I had to analyse that information and select information with enough values to satisfy the expectations of my invited audience.

I had to learn – working with people – working alone – developing ideas – and being able to keep an audience interested for the full presentation.

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?)

When problems did occur I did consult with my teachers but they encouraged me to go to them with not only the problem but also my ideas on how to solve them.

I took their advice on cutting down on information used in the presentation and what would be most interesting and hard hitting to the audience.

Problems with meeting times with the focus groups resulted in me holding them with a few members missing. This was not ideal but I had to make do with what was accessible to me at the time.

Presentation skills

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

I chose to present this as a PowerPoint because it is a medium I am comfortable working in. It also allowed me to show stages of my project and also images relating to my results.

I was asked to present my Power Point to the schools Parent Council Board. The other pupils who had also taken part in the IP presented their work. It was a good opportunity to see the work of others and to give me ideas on different ways of collecting information.

I was required not only to show the PowerPoint but then explain it to the audience and answer questions.

Part of the reasons for presenting to the school board and parents was to advertise the benefit of the IP for senior pupils. The format was formal and the presentation being filmed was useful to me for evaluation purposes but also as an example for those pupils who may wish to take up the IP in future years.

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?)

I did not really understand what the IP was all about before I started but I was quite keen to do it because it would allow me to develop a set of ideas across more than one subject. I know that independent study is a big part of learning at university so this project gave me a chance to prepare. I was able to work on my own and make the big decisions about my work. I developed new skills – organisation and working with people. These will be useful to me as I go on to university and then work. I have always been used to “spoonfeeding” – teachers have always tried to make sure I had all the information. In the IP you have to do all that yourself.

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

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

I am glad I have done the IP. I feel I have showed myself that I am capable of being fully independent and it has given me great practice for university. I needed to be able to take an idea and develop it into something that others would be interested in. I am proud of myself for being able to present in front of the parent council board and the feedback I received was positive therefore I know it was successful.

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

I found working on my own was very rewarding as I could look at the project and know that it was all my doing. I would like to develop further my public speaking in formal situations and also to ensure I leave myself enough time for a few practices before the final presentation so I can be more confident. I feel I have gained valuable skills during the IP that I can apply to everyday life.

Expressive Arts: Interdisciplinary Project

Assessor Report

Candidate name: _____

Candidate number

Centre _____

Project proposal	Tick as appropriate
Grade C criteria	
The title and aims of the project.	
Clear aims and reasoned arguments to support the relevance and practicability of the project.	✓
Identification of opportunities for:	
• own skills development	✓
• collaborative working	✓
• accessing less familiar learning environments	✓
• application of subject knowledge in a broad context	✓
• use of knowledge and skills across different disciplines	✓
• making connections between subject knowledge and the wider world	✓
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	✓
Grade A criteria, includes all of above plus	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	
Robust and carefully argued justification of the proposal.	
Substantial links and understanding of possible connections across disciplines contributing to the project.	✓
Comments	
A good idea for a project which has potential but is too broadly based and is not sufficiently justified as yet. You have established strong links across the different disciplines and you have a clear understanding of their role within the Interdisciplinary project.	

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	
Time plan is practical as are the techniques to be used for research. Further thought needs to be given to the factors which may affect the project. There is an attempt to identify the factors upon which the project is dependent.	

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	
The presentation was very clearly presented, the information in it was very comprehensive and the delivery was appropriate to the target audience. Also, the audience response was very positive with lively	

<p>discussion.</p> <p>You have successfully applied your knowledge of fashion and media to communicate your findings. You have actively engaged with a number of individuals and organisations in your research for the project.</p> <p>Presentation was well prepared, and was very clearly presented, the information in it was very comprehensive and the delivery was appropriate to the target audience. The choice of materials was thought-provoking and produced a positive reaction from the audience handling the question and answer sessions with positivity</p>	
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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	
The candidate managed focus groups with great ease developing her leadership and communication skills. The feedback questionnaires were effective and you utilised face to face interviews well guaranteeing accurate data. The PowerPoint presentation and oral presentation was delivered with enthusiasm and the visual responses to your findings were relevant.	

Self evaluation of generic/cognitive skills development	Tick as appropriate
Grade C criteria	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	✓
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	✓
Grade A criteria, includes all of above plus	
Insightful, balanced and well structured self evaluation of own development.	
Assertive and justified use of feedback from others in evaluation and identification of development areas.	✓

Comments	
<p>The candidate has provided a comprehensive and honest self-evaluation of her Interdisciplinary Project. She recognises that she had to continuously review her work as she progressed and that she should make constructive use of advice received from others. Despite various challenges she faced at different stages throughout the process, she showed sufficient maturity and completed the project with success.</p> <p>The candidate recognises that her personal skills were greatly developed through undertaking this project. Her research and communication with a range of sources was effective and comprehensive. She recognises that the experience of preparing and presenting a presentation to an audience was beneficial for her self-confidence and will stand her in good stead as she progresses to Higher education and to employment.</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
Additional Comments/Overview The candidate is a very able designer and transferred her problem solving approach to the textual analysis of a range of texts, which impact on the self image of young women. She selected a project for study in which she had a particular interest and which was relevant to this course. She undertook her work with consistent diligence; She applied a range of analytical methodologies from art, media and psychology in order to produce an analysis. The presentation allowed the candidate to present this in a well structured, entertaining manner which provoked interest and discussion from the audience.	

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____