



Scottish Baccalaureate in Expressive Arts

Exemplar 2 - “To what extent does the Scottish Media represent Scotland and ‘Scottishness’ in the current politics of Independence?”

Grade A

Expressive Arts: Interdisciplinary Project

Proposal

Candidate name	Keith Grant								
SCN									
Centre name	Newbank High School								
Assessor name	Lorna Thomas								
Project title	To what extent does the Scottish Media represent Scotland and 'Scottishness' in the current politics of Independence?								
Project outline (<i>what it is you want to do and how will you go about it</i>)									
<p>I propose to analyse the image of Scotland and Scottishness in the broadcast and print media based in Scotland and compare it to the representations made by non-Scottish media organisations. At a time of potential political change I will sample the representations shown in the content of both Scottish and non-Scottish media organisations through textual analysis.</p>									
Reasons for choosing this project (<i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i>)									
<p>I have studied both Media and Modern Studies in my time at school and have an interest in both. I have applied to do both Media and Politics at university and have an ambition to work in the media industry preferably in Scotland.</p>									
The broad contexts this project will cover are									
<p>✓ Citizenship ✓ Enterprise ✓ Employability</p> <p>✓ Economic development <input type="checkbox"/> Sustainable development</p>									
Learning environments I will access are									
<p>BBC Scotland News and Current Affairs Department Stirling University Media Department Scottish Parliament Media Department Local journalists Staff in Media and Modern Studies Departments</p>									
How I will use my knowledge of expressive arts									
<p>My knowledge of Media Studies is most important in this project. The subject of my project, the representation of Scots and Scotland, is changing and the selections and image portrayed in the popular media are important to me and to all of us who live in Scotland. Expressive Arts learning through Media Studies will allow me and other young people to understand better who we are and where we are going as a country</p>									

and a people.

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 both Media and Modern Studies e.g. the application of the Key Aspect of Representation and the knowledge of the manufacture and distribution of media products in Scotland as applied to Scottish politics.

- ***research skills – analysis and evaluation***

I have evaluated media products in Higher Media studies. My project will require me to apply more complex methods of textual analysis which will mean applying skills in data handling. I have learned to analyse sources in Modern Studies but I hope to improve my skills through carrying out my project.

- ***interpersonal skills – negotiation and collaboration***

So far my interpersonal skills have been based on course work undertaken in school. In my IP I will be writing to and speaking with professional media people, politicians and the general public. These contacts must be clear and concise to get accurate results and give me the experience to develop my interview skills and the knowledge of how to present my questions in an appropriate format for professionals.

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

Major projects like this demand good organisation and precise scheduling. I know from my media production that problems can arise from poor planning. This could be a major issue for me.

Meeting deadlines is a key skill in the media industries, so as this is my career goal, I must plan precisely and work out what each step will involve, setting realistic times to achieve them.

Time management, using weekly targets will allow me to stay on top of the work load and give me practice in a skill I will need at university.

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

This project allows me to manage my own learning. Although I will get help and support from my teachers, classmates and family, I know that its success will depend on my commitment and ability to develop my skills independent of others. To satisfy my personal interests and my career targets I have to develop a work ethic that will allow me to take considered decisions of a creative nature backed up with management skills.

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

The main idea behind this project is critical thinking. I have worked already in my Highers at analysing complex sources and drawing balanced conclusions from evidence. I have also done work on detecting bias and exaggeration. These skills will now be tested by working with a range of professionals.

I know that problems will arise and that not all of my planning will work out completely but I am fairly confident that the skills that I have developed in media

productions.

The nature of this project involving both media and politics will allow me to present my findings in a creative fashion using multi-media options. Some options could involve graphics and moving image and so may be appropriate to DVD format.

- ***presentation skills***

Throughout my Media Studies courses I have developed skills in presenting work in DVD and on Powerpoint, using graphics and short clips of video with sound track music. I want to challenge myself to produce a higher quality product perhaps using “talking heads” or “fly on the wall” techniques. A narration either on disc or direct to an audience will improve my skill in public speaking as well as my confidence.

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

Evaluation is part and parcel of Media Studies Production at all levels so I am used to reflecting on the work that I have done. I know that despite applying the improvements that I have worked out from previous productions there will be things in this IP that I will want to change. This reflection is a serious skill needed in all media industries. Working with media professionals will improve my skills both technical and creative.

I know that I am going to get a large amount of data to process and this will need me to make sure that I stick to the work schedule that I set out in my plan. I also understand that I will need help in checking the accuracy of my findings, perhaps by peer review or support from teachers or media professionals. This will help any future career or my work at university.

Both the amount of work and the high level of analysis needed will stretch me and I will have to accept that some parts of my project may not be as good as others. Proper evaluation will mean that I will learn from this.

Assessor feedback to candidate

The topic you have chosen is both topical and challenging and poses questions which are current. Your objectives are clear, appropriate and well thought out and justified. The content covers both Media and political content but it is clearly in the media studies domain. This will allow serious creative content to be developed within the challenging format of moving image and move your skills in this area to the next level.

The title is however rather broad and may require to be more restrictive e.g. concentrating on representations in either print or broadcast media.

You have thought clearly about the skills that you already have and how you will develop them.

You have identified that the major management skill you need to develop is scheduling and that the major media constraint to overcome is copyright permissions. You must address both these issues to successfully address the aims of your IP.

Proposal approved		Further work required	
Candidate signature		Date	
Assessor signature		Date	

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Expressive Arts: Interdisciplinary Project

Plan

Candidate name	Keith Grant								
SCN									
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Project title	To what extent does the Scottish Media represent Scotland and 'Scottishness' in the current politics of Independence?								

Is this a group project? **yes** **no**

If a group project my individual role or responsibilities will be:

Timescales (*this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence*)

June

Prepare and send contact letters to media organisations and political representatives.

August/September/October

Contact Scottish parliament schools service re date of announcement of parliamentary legislative programme to begin textual analysis survey.

Contact local MSP for access and interview.

Contact First Ministers Office for Scottish Government position on representation.

Contact and visit Stirling University Media faculty.

Prepare interview questions for local journalists and correspondents at major media outlets.

November/December

Major research work completed

Results collated and interpreted

DVD production work begins with working script drawn

Permissions to use interview footage confirmed.

January/February

Graphics prepared and stored.

Interviews and cutaways edited. Narration written, timed and recorded.

Final cut edited and showcased in themed media week in school.

Copies sent to participating MSPs and Media organisations.

March

Evaluations

Planning (*how you are going to meet the agreed objectives of your project*)

(a) Define the main terms of reference that I will use so that there is clear

- understanding of the technical language being used.
- (b) Draft and send contact letters/e-mails to MSPs, First Ministers Office, Scottish parliament Media Office and the media organisations that I have targeted.
 - (c) Access material through the internet and library resources to identify the gaps in my knowledge that need to be filled from new primary and secondary sources. Prepare questions for media professionals and politicians and draft survey for general public.
 - (d) Prepare working script for the DVD. Choose sound track music appropriate to the tone and style using 'Garageband' or seek copyright approval for commercially produced music
 - (e) Meet with media professionals and politicians either face to face or by e-mail or electronic conferencing. Record/film interviews and prepare rough edit.
 - (f) Collect print evidence from both Scottish and non-Scottish sources on designated week and complete textual analysis. Revisit media professionals and politicians as necessary in light of my findings from the textual analysis and any changes that may have occurred from the original positions that they may have taken.
 - (g) Prepare shooting script, organise graphics, prepare script for narration, think about on-screen titles and soundtrack music. Assemble DVD and showcase at media event. Issue evaluation survey to a sample from the audience. Send copies to participants with evaluation questionnaire.
 - (h) Collate external evaluations with self-evaluation. Submit both evaluation and project to Assessor for marking by end February.

The first stage of my project is based around the research needed and getting the media professionals and politicians on board while I have time before the end of term and the political world is gearing up for the summer holidays. As the aim of the project is to analyse how Scots and Scotland are portrayed in the local, national and international print media I have to identify an event that will hit the newsstands with some major impact. This could be the announcement of the legislative programme of the Scottish Government in August so I need to buy or collect electronic copies of range of newspapers to prepare a textual analysis and examine the representations. Following this stage interviews with Media professionals and politicians will be set up and if permission is granted, filmed. Use of recordings from local and national news and current affairs programmes will be recorded at this stage as well.

The findings from this will then be tested through a public opinion survey and the results analysed.

The results, interviews and film clips can then be assembled in a rough edit and then reviewed for final edit and assembly. Evaluation survey prepared for participants. DVD then checked for institutional issues e.g. copyright. Copies sent to participants along with evaluation survey.

DVD showcased at school media event and feedback sought from audience of parents and pupils. Feedback from all sources used in self-evaluation.

Resources (eg people, materials, places)

Resources involve specialists in the media and politics **agreeing to meet with me.** The general public are also important because their opinions are being sought and whose views can mediate images and their meanings.

Technology required: DV camera, tripod, edit computer and basic lighting for the video.

A desktop or laptop to produce surveys, scripts, etc.

Box of DVDs copying and edit software.

School, university and National libraries for secondary research and specialist journals and press notices from the Scottish parliament.

Members of staff in school who have both specialist knowledge of politics and media.

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

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

Collection of data will involve both primary and secondary sources. Interviews with media and political specialists will be the main primary source and will involve travelling to the Scottish parliament or the local offices of MSPs and other politicians. The media specialists will involve travel to their offices or the press gallery at Holyrood.

I will also contact by mail or e-mail the main press organisations in Scotland and the UK. A survey will be conducted to establish public opinion on the issue.

The second part of the project involves video production skills using a documentary format. This will involve solving institutional problems of copyright and other legal issues may arise which may require oversight from Media department staff. The use of their equipment is also essential.

Secondary research tools will be based on library research using specialist papers on media and the iconography of Scotland and Scottish politics and pre-recorded programmes and news clips. Footage from YouTube may also be looked at.

Contact by letter with the First Ministers office and the Media and Education department of the Scottish Parliament will also be used.

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 those people in Scotland who are interested in the image of Scots portrayed in the media and those who have an interest in the current political debate around the issue of the referendum on Scottish independence. The political classes or those who aspire to join them and pupils in my age group who may well be affected by the politics and how people view us as Scots.

Media professionals who look for an “angle” on how Scottishness will affect sales of media products and the reaction/expectations of audiences.

Parents and invited guests to the media themed week who can then make a judgement on the value of digital media technologies in education.

- **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 DVD would be the best method of presentation. It could be supported by a folio including print graphics, but as this is a media based IP the best method is through the use of moving image.

The DVD format has the advantage of using and seeing primary sources deliver

their view direct to the audience often in an appropriate setting e.g. a committee room at the Scottish Parliament or a news room at a major newspaper. It also allows contemporary news footage to be cut into the programme to enhance its reality. A voice over or narration will allow for continuity. This will also enable me to provide an overall analysis of the way the media image of Scotland is portrayed and the way that the ideological discourse behind this is being shaped.

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*)

Preparation and basic research needs to be completed as early as possible to allow for time to prepare edit and produce the DVD. This timescale would also allow for unseen problems to be solved. As the new timetable starts at the beginning of June this gives a window of opportunity to contact MSPs before the end of the Parliamentary session and make initial contact with the main participants. Stirling University starts in the middle of September and this allows me to visit before the term gets underway. Finalisation of the script and DVD assembly must be finished by the end of February to allow time for exhibition and distribution. As my school runs a Media Themed week in February this would be a good time to present this to pupils and parents along with invited guests like local MSPs, area education officers, the inspectorate and those members of the media who helped out.

I am reliant on the cooperation and help of media professionals and politicians as my project is dependent upon their contributions. The willingness of the general public to respond to opinion surveys is also important.

Background knowledge of how Scotland is perceived is needed but this can be got from library or internet research.

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

Contingencies

Any anticipated problems

Not all media organisations will respond to letter contact.

Not all specialists contacted will give permission to be filmed.

Delays in response.

My plans for overcoming the anticipated problems.

Follow up with telephone and e-mail. Try to contact the editor/editorial team.

Ask for permission to be still photographed and then use quotes with it or find another expert willing to be filmed. With a large enough sample there should be enough film to complete the DVD. It may also be possible to show iconic images of Scotland with a narration of the words of the expert.

Repeat request by phone or e-mail. Try to organise face to face interviews. Review time lines. Seek alternative contributors.

Time in Media Department and 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 Modern Studies department.
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 the logbook/diary that I am used to using for my media production work. I will in addition need to store video clips from interviews and news broadcasts on an external hard drive which the Media department have agreed I can borrow. Copies of all my correspondence will be saved on a data stick and letters filed in a storage box in the Media department.

In addition I intend to use the electronic template provided by SQA and will store on a data stick. Initially I will seek feedback from my teacher on a weekly basis until I am sure that I am reflecting on my skills and work effectively.

I also intend to use the Scotbac progress log to evaluate progress and achievement in each of the stages of my project: planning, research, analysis, presentation and evaluation.

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

Assessor feedback to candidate

The planning of your project is both detailed and precise reflecting the pace of a media production with its key deadlines.

The process for your research and for the delivery of a creative project show the thoroughness of your planning integrates with the high production values that you plan to include in your media text.

I note that you have taken the advice given and will concentrate on the print medium. This will make your work more focussed which is reflected in your detailed and logical plan. You are well aware of the importance of scheduling and have proposed strategies to deal with any potential slippage, which should ensure the creation of an interesting and successful project.

Plan approved		Further work required	
Candidate signature			Date
Assessor signature			Date

Expressive Arts: Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	Keith Grant
SCN	
Centre name	Newbank High School
Assessor name	Lorna Thomas
Project title	To what extent does the Scottish Media represent Scotland and 'Scottishness' in the current politics of Independence?

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

I presented my project in the form of a DVD at the showcase event held as part of the themed media week held in school. I felt that this was a very good opportunity and the ideal forum for presenting my work. The showcase gives pupils a chance to show their work to all the pupils in the school and to parents who all get invited, all with members of the school board and members of the education committee and education department officials, the area School inspectors and invited guests. Six presentation areas were set up in the assembly hall with mine being in one corner. The DVD was screened with sound and ran on a loop. I put up wall boards with still photographs showing different stages of the work – some pictures of my interviews at the Scottish Parliament, some from the news room of the Dunfermline Press and some of me interviewing a freelance journalist. Others showed pictures of the assembly of the video.

I was able to speak to other pupils, parents, staff and officials to explain any questions that they had. I sent copies of the video to those politicians and journalists who had helped in the making of this project along with a simple evaluation sheet. Evaluation sheets were also available in the hall for the audience there.

Assessor feedback to candidate

Your presentation at the showcase event was very professional and was highly praised by everyone who saw it.

The presentation of your findings to Media Studies and Modern studies staff showed the application of critical thinking, careful analysis, and insightful reflection on the key stages of your project. The construction of a DVD using a

variety of media techniques accurately reflecting the documentary form allowed you to present your findings and conclusions in a creative form which did not detract from their rigour. The use of this format showed a deepening of your understanding of the skills, subject knowledge and effectiveness of contemporary digital media and its audiences but also how this form connects with your knowledge of politics, showing your ability to establish connections with both these disciplines.

Candidate signature	Date	
Assessor signature	Date	

Expressive Arts: Interdisciplinary Project

Evaluation of project

Candidate name	Keith Grant								
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Assessor name	Lorna Thomas								
Project title	To what extent does the Scottish Media represent Scotland and 'Scottishness' in the current politics of Independence?								
<p>How successful has my project been overall? <i>(consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</i></p> <p>I think that my project has achieved the aims that I set out in my plan. It was completed on time and was exhibited at the showcase where it did get many positive comments.</p> <p>I always knew that the time scheduling would be the critical factor and that some deadline would slip but thanks to keeping as tightly to schedule as possible and having built in some "extra" time the schedule was tight. Getting interviews which I thought might be a problem went better than I had anticipated. I was able to do a series of interviews on the same day at the Scottish parliament where the MSPs from my area were very helpful, both with their time and with their consent to be filmed.</p> <p>Media professionals, however, were a mixed bag. Local journalists were the most helpful, both with their time and sharing their experiences. But due to the constraints on their time some of the national correspondents were more difficult to get access to.</p> <p>However with the help of the Scottish parliament media department, the university lecturers and library and the staff at school I was able to get all the data I needed to make my report.</p> <p>As usual the slippage arrived in the actual production process of the DVD. The edit of the raw footage was going well until my edit computer developed a fault and I lost a lot of footage that was already edited. I had however backed most of the material up so was able to re-edit.</p> <p>Responses to my evaluation sheet sent out to the professionals were slow or non-existent in their return to me. However this was sorted by the responses of parents and staff at the school showcase.</p> <p>Once the final edit was complete my review showed that I needed to add a soundtrack. This led to a further delay. I had to get help from another pupil to make the music on Garageband.</p> <p>Overall the response to the final version of the DVD was positive. Parents thought that this was a good way to present work prior to university. Other pupils thought that this was an attractive option that they might like to do in 6th year.</p>									

How effective were my communication methods throughout the project?

I had to communicate by letter and e-mail with many media and political professionals and their staff. I realised that these letters had to be in a formal style and I was helped greatly with advice from my teachers and the admin staff at school. Thank goodness for spell and grammar check on the computer. I was advised by my teachers to be well prepared with questions, go properly dressed for a formal interview and have the camera equipment ready to work before I left home.

The interviews themselves were very straightforward. The professionals gave clear responses to my questions and to the many follow ups that these invited.

The public opinion surveys were varied in their responses with some of the public basically spoiling their results, but I knew from my Modern Studies class that this was not uncommon.

The use of DVD allowed me editorial power to construct the message that I understood from the research results. Feedback from most people was that they liked this method of communication. However, my fear is that it only reflects my interpretation of the evidence and does not allow my audience to input their views. It may be that a better format for this kind of project may be a blog where readers can then voice their own take on the evidence.

I believe that I have improved my interpersonal skills. I was initially a bit worried about speaking to “experts” but found them to be very considerate and helpful.

Most made me feel at ease and so I could then develop my skills.

Using my media technology skills on an almost daily basis improved my work and my speed of work. Editing is something I have always enjoyed but this long term exposure got me to work very quickly. The time on the machine used for rendering allowed me to work at other things so that my time management skills were improved.

Contact with the world of work let me see what might be possible for me to do in the future and showed that I already had some of the skills to get me a start.

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

The obvious next step is to analyse representations in broadcast media or to prepare a textual analysis of another major political event – the Independence referendum itself.

Another approach could be to enlist the help of other European schools and the European parliament to examine how Scotland is seen by the other members.

The restrictions of the DVD format in terms of audience participation by the audience may be addressed by a change in format to the blog. This would allow the audience to take part and be an exercise in participant democracy.

Candidate signature	Date	
Assessor signature	Date	

Expressive Arts: Interdisciplinary Project

Self evaluation of generic and cognitive skills development

Candidate name	Keith Grant									
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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
<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>My knowledge of media production and the key aspects of Media – Representations, Narrative structures and codes and Institutions and their constraints, allowed me to construct the method of delivery for my research. My use of modern studies skills in the analysis of data in a political and social context helped me analyse the data collected in a meaningful way. I also know that media messages influence the society in which they are used and that the use of the press to influence politics and people in society is very important.</p>
Research skills – analysis and evaluation
<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>I began with a skills and technology audit based on my previous production work in Media Studies. I was confident that I had the technical skills to make my presentation in video format but I was less sure about the techniques needed for head to head interviews. I was also less sure about analysing accurately the data that I got from interviews and surveys and incorporating them in my narrative. The main success for me was, to my surprise, the interviews with the professionals. I knew that I had to be well prepared so I did interview searches on the people I</p>

planned to interview their companies, constituencies and any recent pieces of work that they had been involved with. I sent pre-prepared questions to my interviewees before I met with them. This was appreciated and as a result they were very helpful. It also gave me the chance to ask follow up questions. This was a big plus for my interpersonal skills and it also gave me really good information that I had not really thought through.

Information from surveys and focus group was useful but the sheer volume of it caused me time problems. The Stirling University Media department and senior lecturer John Smythe were really important in developing skills in textual analysis. Planning was sometimes liable to change at short notice because of events and the busy schedules of my interviewees. I had intended to interview 5 of the MSPs in my area and 3 journalists, 1 local and 2 National but because of events I only managed to see 4 MSPs and 1 National journalist. I was however able to get copy from 6 major titles so this was not a problem.

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

Filming some of the participants was complicated by the fact that they wanted some editorial rights. I had agreed to this but it extended my time line.

The analysis of my findings broke into two parts. The information I got from surveys, focus group findings, library and internet data was evaluated using data handling and analytical skills I was taught in Modern Studies.

Video interviews however were the views of the participants and I had to try to edit these as impartially as possible. Politicians from different parties have widely diverging views and I wanted my audience to draw their own conclusions but I was aware that the way I edited could lead to a preferred reading, but there was little I could do about this.

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.)

Media projects never run totally according to plan. This IP was no different. Contacting the professionals was a test of my language skills and getting them to speak onscreen caused me some nervous moments but being professionals the politicians and reporters gave me a lot of encouragement and advice as did my assessor in school.

Classmates helped out by taking part in a focus group and in giving out and collecting in my surveys. I would like to claim that I negotiated this but they were just really helpful.

I got key information from the University media department on how to conduct media research and interpret it reliably. This helped me focus in on specific issues. The school media department had prepared me for production work over the years so that I knew I could not film without spare batteries, extra film, tripods etc. For the IP they treated me as a small media company and try to make me work the employability skills in as professional way as possible. This meant I had to check legal issues, health and safety, copyright, get written permissions, negotiate time out of school, organise transport, look after the kit and work to agreed 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 realised that he was right so I focussed only on print. Even with this I found the time schedule really tight and feared that I might miss my presentation date. But by sticking to the plan, sometimes using plan B, was the only way. To do this I kept a logbook/diary which I checked against my detailed plan. I also learned to cut my losses. One person, despite agreeing to take part, kept missing and reorganising appointments so I decided to do without their input.

I experienced a few technical problems – loss of edited footage, poor sound quality and issues with lighting. Back up material and onscreen titles sorted some of the issues.

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 main thing I learned about independent learning is that “the buck stops with me”. I really wanted this IP to be a success not just for me but also for the staff who invested time in teaching me the skills that I will need for the future and also for encouraging me to do the BaccaLaureate as it is our first attempt at it. I had to show skills in getting information from busy professionals and did not know me. I had to analyse that information and edit it with high enough production values to satisfy the expectations of my invited audience.

I had to learn employability skills – working with people – working alone – developing ideas – and satisfying Health and Safety requirements. Finally I had to learn to listen to and apply advice where it was needed in my work.

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 arose I did consult with my assessor but he encouraged me to come to him with the problem but also my ideas on how to solve them. This is the way the industry works.

I took his advice on my research and then when the source proved difficult presented my Plan B, to move from primary to secondary sources, which was accepted.

Some technical problems required re-edit or using narration to fill in the gaps in the narrative.

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 DVD because it is a medium I am comfortable working in. It also allowed me to give copies to the participants and keep it as evidence of my employability skills.

It was also an attempt to avoid standing up directly in front of an audience – something I am less comfortable with.

But it didn't happen that way. I was asked to present my DVD to the school during Themed Media Week. A range of projects involving the whole school is presented either as classwork in developing Literacy through media. I was given an exhibition slot at the presentation day for parents, regional officials, the inspectorate and staff and pupils.

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

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 know what the IP was all about before I started but I was quite keen to do it. I know that independent study is a big part of learning at university so this project gave me a chance to prepare. Negative feedback is something all pupils are used to but sorting it out by myself was new and useful. Criticism I found most often to be helpful, making me think about how I would prepare to improve my interview and employability skills as I worked through my IP. The biggest challenge was time keeping. I have never had so much pressure to meet deadlines than this. There has always been time for extensions before. This is good preparation for work.

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)*

My Assessor told that this was a challenging project so I am really proud that I was able to complete it. I was relieved that the people I was relying on to help me were available and willing to do so. This was also very valuable in developing my skills of working with people in important positions. Some of my original ideas were a little ambitious and should have been scaled down at the beginning but my assessor was very helpful in discussing ways to overcome some of the difficulties.

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*)

Working largely on my own was something new for me but I found it very satisfying, especially when I had my end product and received positive feedback on it. I very much enjoyed the problem solving aspects of the project which is useful to know, especially as I am hoping to work in the media industry and will need these skills.

Expressive Arts: Interdisciplinary Project

Assessor Report

Candidate name Keith Grant _____

Candidate number _____

Centre Newbank High School _____

Project proposal	Tick as appropriate
Grade C criteria	
The title and aims of the project.	√
Clear aims and reasoned arguments to support the relevance and practicability of the project.	√
Identification of opportunities for:	√
• own skills development	
• collaborative working	
• accessing less familiar learning environments	
• application of subject knowledge in a broad context	
• use of knowledge and skills across different disciplines	
• making connections between subject knowledge and the wider world	
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	√
Grade A criteria, includes all of above plus	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	√
Robust and carefully argued justification of the proposal.	√
Substantial links and understanding of possible connections across disciplines contributing to the project.	√
Comments	
All criteria have been met. Keith presented a very convincing proposal and had very clear ideas from the outset about what he wanted to achieve.	

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	
All criteria have been met. Keith's meticulous nature came over strongly in his planning. He had clearly thought through how he would deal with any issues that might arise, allowing him to maintain impetus throughout.	

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	
Keith presented his findings in a very appropriate, interesting and informative way.	

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	
This was a very fair, balanced and reflective evaluation of the project.	

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	
Keith gave an insightful account of his skills development through the project.	

The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrated a high degree of autonomy, initiative and effective information management across the five pieces
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work meeting the criteria for highly competent performance (as outlined by the Grade A criteria)
- C indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for Grade C performance

Overall Grade Awarded	A
Additional Comments/Overview Keith is an experienced maker of media texts. However, he is used to working in fiction. This IP gave him challenges in both data and textual analysis and the technical skills of digital media. After some initial uncertainty over the range of content needed he focussed in on data collection from an impressive array of both primary and secondary sources to which he applied key analytical skills. This was then combined with his media skills to produce a well structured narrative fulfilling all the conventions of political documentary. He explained this well to an invited audience. Well done!	

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____