



## **The Scottish Baccalaureate in Social Sciences**

### **Interdisciplinary Project- Exemplar 2**

**“Differences in healthcare between Cape Town and Larbert, Central Scotland and why these are present?”**

**Grade: C**

# Social Sciences: Interdisciplinary Project

## Proposal

<b>Candidate name</b>									
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>	Differences in healthcare between Cape Town and Larbert, Central Scotland and why these are present?								
<b>Project outline</b> ( <i>what it is you want to do and how will you go about it</i> )									
<p>The aim of this inter-disciplinary project is to investigate the main differentials in healthcare and health essentials between Central Scotland and Cape Town in South Africa. This question will require research into the healthcare provisions in each place and the shortcomings of each and why this is. Also while considering the capabilities of each country.</p>									
<b>Reasons for choosing this project</b> ( <i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i> )									
<p>The main reason for this particular project question is personal interest and fascination with the link between my school and a one in Cape Town. To be able to find out more information for both my benefit and the benefit of the school as a whole. This style of project also allows me to construct a paper that is mainly based on the workings of Human Geography which is of great interest to me and will also benefit in university when I go onto to study Geography in the aim of becoming a teacher.</p>									
<b>The broad contexts this project will cover are</b>									
<p> <input checked="" type="checkbox"/> Citizenship                      <input type="checkbox"/> Enterprise                      <input type="checkbox"/> Employability  <input checked="" type="checkbox"/> Economic development    <input checked="" type="checkbox"/> Sustainable development         </p>									
<b>Learning environments I will access are</b>									
<p>Due to my school's link with a school in Cape Town, I plan to make use of the excellent links already established there by both emailing and phoning direct to Cape Town to find out primary information. Whilst also utilising the teachers in school that are the real driving force of the link. Above that, establishing new relationships with health experts in Scotland at practises and hospitals in the local area and within the Central Belt. Contacting with universities and making use of a more mature learning environment within Stirling University Library will be a key research tool also, this also allowing access to a greater range of materials.</p>									

### How I will use my knowledge of social sciences

Using my acquired knowledge of social sciences, I will use my ability of critical evaluation of different sources and be able to extract the useful information. Also, building on the previous knowledge of Development and Health unit in Higher Geography to establish the areas that must be analysed in this project.

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

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

- **Application of subject knowledge and understanding.** I am excited about the opportunity to use my existing knowledge of social sciences to construct this project. More specifically, constructing questionnaires, through Higher Geography, in order to gain views of the public. During this investigation I will also utilise my ability to evaluate sources effectively and build on previously established skills.
- **Research skills – analysis and evaluation.** Research skills are essential in order to prepare for university. I look forward to improving this area of my skills. My experience in research has been fairly limited and it is only when I embark on this project and my advanced higher that these will improve. By working closely with tutors at school and gaining knowledge from other professionals, especially health professionals in Scotland.
- **Interpersonal skills – negotiation and collaboration.** Negotiating with lecturers and other people that I can use as sources of information is fairly uncharted territory for me. Previous collaboration with tutors in school will give me a good grounding to these skills however forming new relationships with experts in various fields and extracting information will be a new challenge.
- **Planning: time, resource and information management.** Planning and effective time management will be the biggest test for me in completing this project. In order to achieve my full potential in quality, I must manage my time alongside the completion of my two advanced highers and two highers. Previous experience will provide a foundation for this aspect.
- **Independent learning – autonomy and challenge in own learning.** I feel that I have the ability to work well both independently and as part of a successful team unit. However, this project presents the opportunity to build on these skills. The task of working effectively as an individual on a topic which is relatively new to me will present a difficult task.
- **Problem solving – critical thinking: logical and creative approaches.** This area is a mature skill and the chance to practise this has only risen recently as I start to study more advanced techniques and disciplines. Tutors at school will be a useful source of guidance throughout the process however I hope that this project will allow me to develop my problem solving and my ability to deduce solutions effectively under pressure.
- **Presentation skills.** After university I aspire to be a teacher of social sciences at secondary level. Therefore I plan to present in two fashions. In order to gain experience of seminar presentation, I will present to a small group of four or five. I also wish to present to a larger group of social science pupils that may benefit from this in order to wider contextualise the Capetown link that my school has

established. These presenting techniques will prepare me for university presentations and also more specifically to my career goal of becoming a teacher.

- **Self evaluation – recognition of own skills development and future areas for development.** I am eager to find out how much I will develop throughout this process – preparing me for university. Reflective Thinking will be a useful tool that I acquire and I hope to gain more self confidence in the area of social sciences, in order to excel throughout my career.

**Assessor feedback to candidate**

Your choice of topic is quite wide ranging and you may find the need to narrow it down in the planning stage.

You have sound personal reasons for choosing the topic and contexts which also complement your chosen career path in terms of skills development.

Your proposed learning environments are comprehensive, diverse and appropriate – these should allow for good contingency planning and successful research.

You should now add specific detail to your skills development.

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

# Social Sciences: Interdisciplinary Project

## Plan

<b>Candidate name</b>									
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>	Differences in healthcare between Cape Town and Larbert, Central Scotland and why these are present?								
<p><b>Is this a group project?</b>    yes    <input type="checkbox"/>    no    <input checked="" type="checkbox"/></p> <p><b>If a group project my individual role or responsibilities will be:</b></p>									
<p><b>Timescales</b> <i>(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)</i></p> <p>Relative to my proposal, timescales will be the most important area in the success of this project. Although my timescale is an estimate at this stage, bringing this to fruition will mean I have a clear idea of the amount of time I actually have. Due to many other commitments in school and extracurricular, this timescale has to be realistic and manageable. The flexibility of this timetable is fairly high however as I must account for negotiation with tutors and other time constraints. <b><i>(timeline attached on separate sheet)</i></b></p>									
<p><b>Planning</b> <i>(how you are going to meet the agreed objectives of your project)</i></p> <p><b>Objective 1- Identify the provisions available in the two respective communities in order to gain knowledge that may be utilised in future lessons for the Humanities department at my school.</b></p> <p>By using out of school research methods such as public and university libraries to gain background knowledge of the area of Cape Town that the school is in and how the quality of healthcare is rated there. By consulting teachers at my school that have recently been to the school in Cape Town and utilising the information they have, this being especially useful as they have firsthand experience. These teachers will also provide me with the direct links to the school in Cape Town and I endeavour to email them short questions in order to find out major health inefficiencies there, for example the main causes of fatalities and in what areas do health authorities succeed. After I have received this information, mainly in relation to Cape Town, I will find comparative information for my community. This will allow a comparison and evaluation of both sets of information.</p> <p><b>Objective 2- Highlight the different problems that both communities face and identify the main obstacles that their health systems are up against, thus providing a greater understanding for pupils at my school which may engage the pupils more in fundraising activities etc.</b></p>									

The key information for my second objective will be based on information I can obtain from emailing university lecturers and utilising the Cape Town link effectively. This method of gathering is effective as it is from a variety of sources with a mix of both primary and secondary sources. By emailing directly to local health authorities and specialists in Larbert, I will gain primary information on the main problems they face and can directly compare this to that of Cape Town. By understanding these main obstacles pupils in my school will be able to contextualise the situation in Cape Town. If I am unable to acquire the primary information I endeavour to use secondary data and focus groups made up of pupils/staff in my school who have or have not been to Cape Town and who live in Larbert area.

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

I know I will need to access the following range of resources:

- Stirling University Library
- University Lecturers (*mainly human geographers*)
- Email South Africa (*possible universities, health professionals, aid workers, sources related to link between schools*)
- School Resources
- Local Health Authorities

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

My main source and most pivotal research method is emailing Cape Town directly in order to gain primary information, be it the University of Cape Town or a teacher at the school which is twinned with my school. Utilising this link effectively will be crucial in my research and exploiting all information available will be necessary. I also endeavour to visit University of Stirling library to use a greater range of materials that will be available. To gain balance in my project, meaning information on both the surrounding community of each school, I will get information that suits my objectives from local health authorities in Larbert. I will access both the practise in Stenhousemuir and the new large hospital in Larbert. To evaluate the effectiveness of the information and to assess if I achieve my objectives, I will issue a questionnaire with my audience after the presentation stage of my project.

## Presentation

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

Young students that have not taken any previous involvement in the Cape Town link until now; New S1 as an introductory tool to the link alongside already established resources that the school possess; Educational resource for the use of the humanities department.

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

Oral Presentation- using power point as aid- thus developing skills that will benefit me in the future in relation to my aspirations of being a secondary school teacher. Using a power point means that there is a permanent record of my project in order for the staff in the school to use in the future. Using an oral presentation technique is also a fairly simple way of reaching my audience. It gives close contact and is not reliant on any other factors to ensure that my message is reaching people.

**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 will need the response of the emails to 'freedom of information' in relation to the NHS Forth Valley- thus providing me with key statistics in order to construct the power point with this information. I also rely on the response of the University of Cape Town and health professionals in Cape Town; this allowing me to have information to compare for both areas. Lastly, I rely on the attendance of pupils to my focus groups, in order to discuss their experience when in Cape Town visiting the school.

## Contingencies

### Any anticipated problems

No response by sources in Cape Town.

Having no opportunity to present my findings to my target audience.

### My plans for overcoming the anticipated problems.

Rely on focus groups held by myself with Cape Town goers. Utilise the Western Cape Health Report from 2011/12 for information and their future intentions in relation to healthcare. I would also look to use already established information that the school possesses.

Work closely with members of Geography staff in order to get class time with junior classes.

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

I plan to keep a log book which will have my initial goals and this will enable me to track my progress weekly/monthly. This will also allow me to make sure that the tasks I endeavour to carry out are all completed. With my busy timetable this year, this log book will be pivotal in order to keep track of activities during this year.

**Assessor feedback to candidate**

Your plan is well thought through but you may now need to be more specific in identifying your sources of information (e.g. individuals.) Although you have contingencies they may not afford you the detailed information you seek.

You have identified a weekly meeting time with myself to assess progress and your timeline is realistic, taking into account your existing high workload and commitments. This may need adjustment if you have delays in receiving information – especially from Cape Town and NHS Forth Valley.

Try to identify specific sources more clearly. You may change the priority of your objectives to motivation of pupils in our school to join the Cape Town link rather than specific data that can be used in lessons.

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



## **Timeline**

**October:** Week 1- Work on Completing Proposal.

Week 2- Completed Proposal Approved by Assessor.

Week 3- Work on Completing Plan.

Week 4- Completed Plan Approved by Assessor. Check review and resubmit if necessary.

**November:** Week 1- First meeting with focus group.

Week 2- Visit University of Stirling.

Week 3- Compile information from University.

Week 4-

**December:** Week 1- Send email to Freedom of Information.

Week 2- Send email to University of Cape Town Health Professionals.

Week 3- First Draft of History Dissertation due.

Week 4- Christmas Holidays.

**January:** Week 1- Scrutinise Western Cape Health Document.

Week 2- Compile all information gathered.

Week 3- Prelims

Week 4- Prelims

**February:** Week 1- Prelims

Week 2- Prepare for Presentation.

Week 3- Give Presentation.

Week 4- Compile Feedback Sheets.

**March:** Week 1-

Week 2- Completed Final Project given to Assessor.

Week 3- Geography Dissertation due.

Week 4- Geography Project & Second Draft of History Dissertation due.

## Presentation of Project Findings/Product

<b>Candidate name</b>	
<b>SCN</b>	
<b>Centre name</b>	
<b>Assessor name</b>	
<b>Project title</b>	Differences in healthcare between Cape Town and Larbert, Central Scotland and why these are present?

**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 decided to present my findings orally to a group of students who were a mixture of third, fourth and fifth year pupils. A small number of these pupils were actively involved in the Cape Town link already however many were not which is what I wanted so that I could help influence them to get involved. Before the presentation, I issued feedback sheets to the audience which allowed them to rate aspects of my presentation such as presenting skill, level of interest and how informative it was. The feedback sheet also asked whether the presentation enhanced the students interest in the Cape Town link and whether they feel more motivated to contribute. Once I had issued the sheets, I progressed with my presentation and gave my talk using a power point as an aid for about twenty minutes. Throughout the talk, I allowed the audience to express any stories or experiences they had in relation to the topic at hand and their views on how important my school's work with the school in Cape Town is. This audience involvement allowed me to gauge how much the audience were enjoying the presentation. I was pleased with how the presentation unfolded and my confidence grew throughout the duration, reiterating that I definitely want to be a secondary teacher after university. After the presentation, I collated the feedback sheets and they were overall complimentary and all outlined something they had learned from the presentation. The pupils also outlined areas which the presentation could have been improved. All of the sheets outlined that they were more interested in the Cape Town link which was a main objective.

### **Assessor feedback to candidate**

Pupil/audience feedback and presentation materials show you were thoroughly prepared for the presentation and comfortable with the topic. It was a good idea to present to a mixed audience with different experiences of Larbert and Cape Town. The presentation was executed effectively and you obviously gained confidence during the process. This fulfilled one of your main objectives in terms of your skills development related to your career aims. Your powerpoint slides were clear and conveyed information clearly.

The audience were clearly interested and motivated fulfilling your second main objective. You could have expanded this to a wider audience with a tighter control on your timeline, but you have identified this in hindsight.

More detail in the planning stage would have identified the need for more sources

of information which became evident in the latter stages of the project. This said, you did use the information you gained effectively and selected key points well. You have correctly identified the need to develop planning skills in terms of time. However, you adapted well enough to still complete the project and fulfil your aims to a satisfactory degree. You have effectively identified next steps should you have the opportunity to take the project further.

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

## Social Sciences: Interdisciplinary Project

### Evaluation of project

<b>Candidate name</b>										
<b>SCN</b>										
<b>Centre name</b>										
<b>Assessor name</b>										
<b>Project title</b>	Differences in healthcare between Cape Town and Larbert, Central Scotland and why these are present?									
<p><b>How successful has my project been overall?</b> <i>(consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</i></p> <p>Overall, I have enjoyed my project and thought it to be successful to a certain extent. My original aims were:</p> <ul style="list-style-type: none"> <li>• Identify the provisions available in the two respective communities in order to gain knowledge that may be utilised in future lessons for the Humanities department at my school.</li> <li>• Highlight the different problems that both communities face and identify the main obstacles that their health systems are up against. Thus providing a greater understanding for pupils at my school which may engage the pupils more in fundraising activities etc.</li> </ul> <p>I am satisfied that both of these aims have been met.</p> <p>Throughout this project, I have developed skills that will benefit me in higher education and I am, for this reason mainly, glad that I took the project on. Before this opportunity, I found it difficult to take criticism on board effectively and failed to implement it into work. I used to get frustrated easily when teachers and others criticised my work. However after this experience and throughout this project I have been able to be mature and productive with any constructive criticism that I received. For example, on the feedback sheets that I issued during my presentation, the class provided future developments and I was able to take the points on board.</p> <p>In relation to information gathered, I feel that I have was successful in the collection of this information but if I were able to acquire more sources I would have had a greater range of information. However, my ability of scrutinising information from documents such as the Health document of Western Cape was effective. I was also able to effectively extract information from the responses that I got from resources such as freedom of information for the Forth Valley area.</p> <p>On the other hand, I feel that my weakness throughout my presentation was my ability to keep time. I was often too optimistic about how much work I could</p>										

complete in a session. However, I was still able to reach my deadlines and give my presentation in time to complete the project. I did not judge the time it would take to get replies from contacts effectively and this meant I had to alter my timeline. This, however, had its benefits. The ability to adapt my timescale will prove a useful skill in the future.

**How effective were my communication methods throughout the project?**

My communication methods were effective to some extent throughout my project. I was able to effectively email sources of information in Western Cape and received responses which I was able to extract information in order to use them in my power point in my final presentation. I was also able to work closely with teachers in my school that were in Cape Town along with pupils in the school, thus developing my interpersonal skills. This also provided valuable information.

On the other hand, I may have been able to obtain more information if I had phoned health centres in the Forth Valley area. This is a more direct route of acquiring information. However, time constraints deemed that I was unable to do so.

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

My next steps would be to present my presentation to the new S1 to introduce the Cape Town link alongside other resources in school. These younger pupils would benefit from this as it would spark their interest and thus ensuring years of contribution from these pupils. I would also like to get further involved in the Cape Town link as I have enjoyed researching the steps already taken so much; upon leaving school I still hope to keep in touch with my school and contribute as much as possible.

**Candidate signature**

**Date**

**Assessor signature**

**Date**

## Social Sciences: Interdisciplinary Project

### Self evaluation of generic and cognitive skills development

<b>Candidate name</b>									
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>	Differences in healthcare between Cape Town and Larbert, Central Scotland and why these are present?								

*In evaluating your skills consider the skills analysis which you carried out at the Proposal stage and how you said you would develop and improve these skills. Now refer to your reflective diary/log/blog and feedback you have received and evaluate how you have developed and/or improved these skills through the work on your Interdisciplinary Project.*

#### **Application of subject knowledge and understanding**

*(Think about practical uses for the social sciences you have learned. How did you use your knowledge of social sciences effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)*

Using my knowledge of Development & Health from Higher Geography, this helped me categorise the kind of healthcare available to both respective communities. This also helped me understand the steps that may be taken in the future for these areas.

Using my knowledge of skills developed in History, I was able to evaluate sources and, by taking the authorship etc. into account, assess the usefulness of sources of information.

Using my knowledge acquired this school year in social inequalities unit in Modern Studies I was able to look on the NHS critically and assess if there was any shortcomings of the Forth Valley's healthcare.

#### **Research skills – analysis and evaluation**

*(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)*

My main focus was to find out information directly from Western Cape as this was previously uncharted ground, in terms of healthcare, by my school. By emailing the University of Cape Town and health professionals in Western Cape, this was achieved and this gave my presentation unique information making it an even more valuable educational tool. This information proved very useful when constructing aids for my final presentation and were viewed by my audience as very credible

sources.

I also used email in order to gain information on Forth Valley health provision by emailing freedom of information service provided. This providing vital statistics for my presentation. Once I have collected all the information I needed, I recorded it all in my log book which I used to track my findings all throughout the project. By working closely with Geography staff in the school, I validated the sources of information that I was using.

My project has gave me a great experience and presented me with the opportunity to learn in many different learning environments; from Stirling University to presenting in front of groups.

### **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.)*

Throughout my project, my inter personal skills have improved. This development is due to me contacting different sources of information such as the University of Cape Town and other sources of information both in the Forth Valley and Cape Town.

I used communication effectively by chairing my own focus groups with teachers and pupils that went to visit the school in Cape Town last year. Thus developing my ability to talk to new people and to extract information from people.

I also developed the ability to seek help and have had the confidence to ask for support when I require it, thus allowing me to further my project.

### **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?)*

All throughout my project, my log book acted as a reminder tool so that I did not forget any key dates in my diary. This allowed me to reach my deadlines, not just for my Baccalaureate, for all my folio pieces this school year. I attempted to follow my timeline strictly also, this preventing me from falling behind. My planning skills have improved throughout the project as this has been an integral part of the success of this project.

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

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

I was able to complete my project confidently largely on my own. By taking the initiative and contacting my sources of information, I was able to collect the information that was specific to my project rather than generic information. I was also able to organise a date and a venue for my presentation which require organisation skills and the ability to work closely with staff. However, I was able to seek out the correct members of staff that I required to be able to present to the

target audience with the correct amount of time in order to complete the project and follow the timeline.

### **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 scrutinising sources of information, I used critical thinking in order to assess the usefulness of the sources and to ensure that the sources were providing specific, relevant information. When constructing my power point to use for my presentation aid, I used my creativity in order to make it as interesting as possible for my audience. I also ensured that the power point was of a high quality in order to ensure that teachers are able to use it in future years.

When I encountered a problem, an email receiving no response for example, I used logical approaches in order to get around the problem and still gain information that I could utilise. I relied on sources of information that were permanent copies such as health reports and the minutes from focus group meetings.

### **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 feel for my project, an oral presentation was the most appropriate. This method allows a direct link to my audience and this does not rely on any other factors in order for the audience to receive the information. Due to my project being directed at a target audience as well, an oral presentation seemed the most appropriate, with a power point as a permanent record of my findings. An oral presentation increased my confidence when speaking in front of large groups also, which will be a skill I can rely on throughout my life as I aspire to be a secondary teacher of humanities.

I believe that my choice of audience was appropriate as I was trying to spark interest in the school in Cape Town link with my school in those that have not previously took an active involvement. It is mainly older pupils that haven't taken an active interest as the link is fairly new to the school. I believe that everyone should be contributing and my presentation conveyed this message.

### **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?)*

The experience of my project; from proposal to evaluation; has developed many skills however overall I feel that it has developed me as a person. As I have



previously discussed, I am now able to accept criticism more effectively and utilise it to my advantage and to improve. This project has also made me realise how time has to be utilised effectively in order to delegate it effectively to get tasks completed.

However, I did experience setbacks throughout the project but I managed to reduce the effect it had on my final presentation and I managed to produce a high quality final product regardless of these setbacks.

I enjoyed my experience throughout the project greatly and the opportunity to learn in different environments has helped prepare me for further education in the best manner.

## Social Sciences: Interdisciplinary Project

### Assessor Report

Candidate name

Candidate number

Centre

Project proposal	Tick as appropriate
<b>Grade C criteria</b>	
The title and aims of the project.	√
Clear aims and reasoned arguments to support the relevance and practicability of the project.	√
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.	√
<b>Grade A criteria, includes all of above plus</b>	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	√
Robust and carefully argued justification of the proposal.	√
Substantial links and understanding of possible connections across disciplines contributing to the project.	
<b>Comments</b>	
Well thought out proposal with clear interest in the topic. Useful skills development opportunities in terms of chosen career path. Useful end product for the school. Challenging in terms of information sought and well justified proposal.	

<b>Project plan</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
Development of clear project objectives in line with the project proposal.	√
Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated.	√
Realistic timescales and achievable milestones for each stage of the project.	√
Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback.	√
<b>Grade A criteria, includes all of above plus</b>	
Careful selection and effective use of research/investigation techniques.	
Anticipation of probable and possible factors which may impact on the project.	
Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.	
Outline the process for achieving own identified development needs.	
<b>Comments</b>	
Satisfies basic requirements for grade C but could have been more detailed in relation to sources/contingencies/audience. This led to time issues towards the latter stages of the project.	

<b>Presentation of project findings/product</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
Evidence of effective and critical use of — resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self monitoring.	√
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.	√
Clear presentation of main findings/outcomes.	√
<b>Grade A criteria, includes all of above plus</b>	
Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues.	
Skilful and creative use of resources, including people, information and learning context to progress the project.	
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	√
<b>Comments</b>	
Good use of resources although some information was limited. A deepened understanding of subject knowledge across social sciences and a clear presentation, well received.	

<b>Evaluation of project</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
A critical and justified evaluation of all stages of the project process — planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points.	√
Effective use of chosen communication method(s).	√
<b>Grade A criteria, includes all of above plus</b>	
Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence.	
Careful choice and skilful use of communication and presentation methods(s).	
<b>Comments</b>	
Some incisive evaluation but could have been more detailed in evaluation of planning and information gathered. Communication skills evident but could have been more comprehensive.	

<b>Self evaluation of generic/cognitive skills development</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	√
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	√
<b>Grade A criteria, includes all of above plus</b>	
Insightful, balanced and well structured self evaluation of own development.	
Assertive and justified use of feedback from others in evaluation and identification of development areas.	
<b>Comments</b>	
Feedback from audience used effectively but could have been a wider audience (e.g. other staff members) or parents and more detailed to meet grade A criteria. The candidate has developed a receptive approach to constructive criticism which will help greatly in his chosen career.	

The overall grade will be:

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

<b>Overall Grade Awarded</b>	<b>C</b>
<b>Additional Comments/Overview</b> <p>Whilst all five parts of the project clearly meet the criteria for grade C, only a few meet the criteria for highly competent. That said, some elements indicate a grade B may be justified. The information used in the presentation could have been summarised in the evaluation.</p> <p>To improve the project, a greater range of research resources should have been used. The detail associated with timescales and planning could also have been better but the candidate was aware of this by the end of the project.</p> <p>The presentation could have been recorded and placed on the school website along with the slides used to give dissemination of the findings to a wider audience including parents. Again, this was not possible due to time issues.</p> <p>Of the five parts of the project the proposal and self-evaluation were probably the strongest elements.</p>	

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

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

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

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