



# **Social Sciences: Interdisciplinary Project (Advanced Higher) Assessment Support Pack**



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## **Section 1**

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

## About this Assessment Support Pack

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

It should be read in conjunction with the Unit specification, Social Sciences: Interdisciplinary Project (Advanced Higher).

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

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

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

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

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

### Recommended reading

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

- ◆ Unit specification, Social Sciences: Interdisciplinary Project (H186 47)
- ◆ Arrangements Document for the Scottish Baccalaureate in Social Sciences (GE9W 47)

In addition, centres may find the following documentation useful:

- ◆ *Guide to Assessment*
- ◆ *Introduction to Assessment Arrangements*

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## **Section 2**

### **About the Interdisciplinary Project**

## About the Interdisciplinary Project

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

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

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

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

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



## **Section 3**

### **Cognitive and generic skills**

## Cognitive and generic skills

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

### Application of subject knowledge and understanding

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

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

#### Plan

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

#### Research

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

#### Analyse

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

#### Evaluate

- ◆ Evaluate the research process.

## **Interpersonal skills — negotiate and collaborate**

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

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

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

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

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

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

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

## **Presentation skills**

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

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

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

## **Section 4**

### **Broad contexts**

## Broad contexts

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

### Citizenship

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

Education for citizenship in Scotland, Learning and Teaching Scotland 2002

### Enterprise

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

Determined to succeed, Scottish Government, 2002

### Employability

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

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

### Economic development

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

Wikipedia, December 2008

## **Sustainable development**

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

Best Value guidance, Scottish Government, 2004

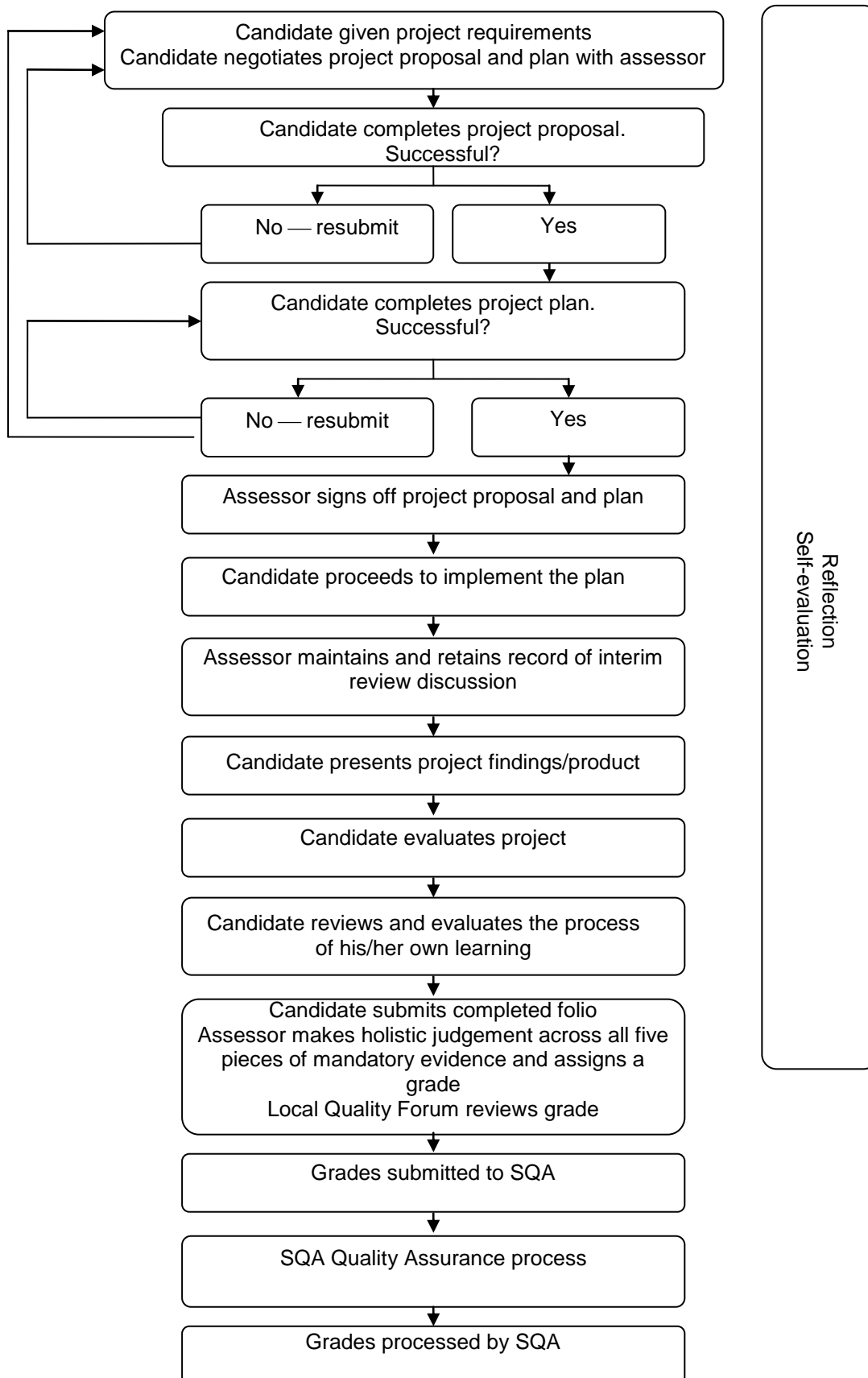
## **Section 5**

### **Overview of process**



## Overview of process

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



## **Section 6**

### **Project requirements**

## Project requirements

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

### Project requirements — Information for candidates and assessors

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

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

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

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

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

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

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

### **Group projects**

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

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

## **Section 7**

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

# Guidance on learning and teaching approaches

## Context for delivery

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

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

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

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

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

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

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

## 2 Project planning phase

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

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

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

### (a) Assessment plan

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

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

### (b) Project proposal

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

### (c) Project plan

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

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

#### **(d) Resubmission/re-assessment**

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

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

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

### **3 Implementation of project**

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

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

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

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



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

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

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

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

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

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

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

## 5 Opportunities for developing Core Skills

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

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

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

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

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

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

## **Section 8**

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

## Guidance on approaches to assessment

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

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

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

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

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

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

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

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

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

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

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

- A indicative of a highly competent performance across the five pieces, with all pieces meeting all additional Grade A criteria
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work which meet the criteria for highly competent performance (as outlined by the Grade A criteria)
- C indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for Grade C performance

## **Section 9**

### **Exemplification — Grade A and Grade C**

## Exemplification

This section provides extracts of evidence from two candidates — one who has satisfied the criteria for a Grade A and one who has met the Grade C criteria.

The extracts of evidence include the following:

- ◆ project proposal that meets the project requirements
- ◆ project plan with milestones
- ◆ evaluation of the project
- ◆ self-evaluation of generic and cognitive skills development
- ◆ assessor report

## Example of Grade A



## Social Sciences: Interdisciplinary Project

### Proposal

<b>Candidate's name</b>	Victoria Rankin								
<b>SCN</b>									
<b>Centre name</b>	Riverview Secondary School								
<b>Assessor's name</b>	Ann Jones								
<b>Project title</b>	How Does The Media Influence Voting Behaviour?								
<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 project is to investigate the influence on voting behaviour of the ways in which politicians use the media. I hope to be able to show that visual imagery in the media and the use of the media as a form of persuasive communication does influence voting behaviour. I would also want to provide information to allow people to think about how their voting behaviour may be influenced by the media.</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>I am studying persuasive communication as part of Social Psychology and I participated in a campaign to be elected as Head Girl. I would also like to study Politics and Psychology at University and this project will give me the opportunity to practice research skills in these two areas.</p>									
<b>The broad contexts this project will cover are</b>									
<input checked="" type="checkbox"/> Citizenship <input type="checkbox"/> Enterprise <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Economic development <input type="checkbox"/> Sustainable development									
<b>Learning environments I will access are</b>									
<p>I will contact the Social Sciences department at Glasgow Caledonia University to seek information on recent research on voting behaviour in elections for both the Scottish Parliament and the UK Parliament. I will also enquire if I can use the facilities at the University library to access online journals and research into trends in voting behaviour.</p> <p>I will make use of the school library and the specialist Psychology, Sociology and Politics texts available.</p>									

I will use the school IT facilities for websites to carry out research. I will discuss resources with my Psychology and Politics teachers.

I will contact the local MSP to seek information on how his campaign for election made use of different types of media.

I will seek advice from IT teachers on designing a questionnaire with photos and questions.

### **How I will use my knowledge of Social Sciences**

I will use my knowledge of the psychology of persuasive communication as a base for my project research and for developing questions to collect data for the project. I will use my knowledge of how official statistics are used in the Social Sciences to help me to analyse trends in voting behaviour.

**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 will have the opportunity to use my knowledge of research method in the Social Sciences in a practical way. For example, I have knowledge of questionnaires and interviews but I have not had the opportunity to carry these out in a project. I will be able to put into practice my knowledge of these research methods in the collection of my data.

◆ ***Research skills — analysis and evaluation***

I have undertaken a research investigation as part of the Higher Psychology Course. I hope to develop skills such as organisation and data collection. I feel that my research skills are good, but limited to secondary research using school websites and textbooks. I hope to expand my skills to include using online journals, research carried out by specialist organisations and primary research methods such as surveys.

As yet I have not undertaken a project across different subject areas or had to use online journals to collect information. I think collecting statistics and opinions will help improve my research skills. Comparing the statistics on voting behaviour and my primary research will help me with evaluation skills. I think that comparing these two and applying my findings to the question will be difficult and I will have to make sure this part of my IP is clear.

◆ ***Interpersonal skills — negotiation and collaboration***

My interpersonal skills have so far been limited to working with fellow pupils and teachers. In carrying out my research I will be speaking to adults from other organisations and this will be a valuable experience for later life. I will also be contacting a range of people of different ages and this will help me to improve my skills in working with others.

I hope to improve my interpersonal skills by communicating with academic staff at university level, a local MSP and by working with other subject teachers in school.

I think I am good at communicating with others and this will be important when contacting professional adults and asking for information. It will also be important when carrying out my questionnaire with a range of different people.

◆ **Planning — time, resource and information management**

I will need to have good organisation skills to complete this project. This will help to prepare me for university work and for working life where I will need to know how to manage my time.

My time management is fair but I will have to focus on planning to meet the different stages of the project. If I have a detailed plan of weekly targets then it will be easier to manage my time.

◆ **Independent learning — autonomy and challenge in own learning**

I am able to work independently and I have experience of this while completing my Higher Psychology coursework. This ability should help me to cope with the challenges of the IP.

The challenge of collecting my data, constructing the project and presenting my findings is something I am looking forward to because it will prepare me for university level and should help me to cope better with work at university.

◆ **Problem solving — critical thinking, logical and creative approach**

This project will need to be carefully planned and I will need to make good use of my time management skills. I will need to develop a logical approach to this to ensure I keep to my plan.

I will be relying on different people to contribute to my project and I may need to use problem solving skills to co-ordinate these contributions and to keep to my plan.

I feel my project will follow a logical approach but it may lack creativity. I could work on this by looking at how I might use a more creative approach in the design of my questionnaire and how I present my findings.

◆ **Presentation skills**

I may present my project as a written report or I may produce a poster to show the dangers of accepting politicians' use of the media without questioning it. My creative skills would be improved if I chose to present a poster. This is a skill that I feel I need to improve on.

I could seek advice from the art and IT departments to advise me on how to present my project as a poster. This would allow me to expand my range of presentation skills. My project is looking at how the media influences voting behaviour and so presenting my project as a visual poster would link to this.

◆ ***Self-evaluation — recognition of own skills development and future areas for development***

I have some experience of evaluating my work as I had to do this in my Higher Psychology coursework. That evaluation was quite limited as it only focused on methods. I do not have a lot of experience of reflecting on my interpersonal skills and I hope this project will allow me to do that and to learn more about myself and how I interact with other people.

I hope that my plan will help me to reflect on my progress and I will be able to use this to note skills I need to develop. I hope that the people I come into contact with while doing the project will give me feedback that I could then use in my self-evaluation.

**Assessor's feedback to candidate**

You have set clear, realistic and well argued objectives for your project and you have discussed an achievable timescale to complete this. Your project title is clear and is set within the area of Social Sciences. You have chosen a project that reflects your interests and builds on research skills you have developed in previous study.

You have included a range of learning environments relevant to the project topic and there is a clear statement of how you will develop your interpersonal skills in your communication with other people.

You have a good understanding of the skills you will need to use and the ways in which you will be able to develop these skills. It may be useful to meet with art and IT teachers at an early stage of planning to allow you time to discuss in detail your questionnaire and final poster.

Justification for the proposal is well argued and the links made between the disciplines show good understanding of how these disciplines contribute to the project.

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

## Social sciences: Interdisciplinary Project

### Plan

<b>Candidate's name</b>	Victoria Rankin								
<b>SCN</b>									
<b>Centre name</b>	Riverview Secondary School								
<b>Assessor's name</b>	Ann Jones								
<b>Project title</b>	How does the media influence voting behaviour?								
<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>August — initial reading from textbooks in school library  September — contact University and MSP to arrange meetings  By end of October — visit University library to access research voting behaviour and use of media by politicians; meet with MSP to interview and gather information on the use of different forms of media his political campaigns  By the end of November — contact IT department for advice on putting together a questionnaire with visual images; draw up questionnaire  January — collect information on voting behaviour from local people using the questionnaire with visual images  By the middle of February — seek advice from teachers on drawing up a poster to present findings, present poster  By the beginning of March — evaluations completed</p>									
<p><b>Planning</b> (<i>how you are going to meet the agreed objectives of your project</i>)</p> <p>Objective 1 — Use school library to complete background reading for the project. This will help to focus the order in which the project will develop and will provide the main ideas to be developed.  Objective 2 — Make contact with people who will have input in project and arrange meetings with these people.  Objective 3 — Collect data from online resources such as academic journals. Decide how data is to be stored and used alongside background reading.  Objective 4 — Meet with those who will contribute to project and collect data from them. Organise the data and decide what is useful for the project.  Objective 5 — Contact IT teacher to help with the design of the questionnaire, carry out a trial questionnaire to check for any problems, make amendments and carry out the questionnaire.  Objective 6 — Put together all findings and present as an information poster.  Objective 7 — Complete evaluations.</p>									

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

My own psychology and politics teachers; teachers from the art and IT departments; Social Sciences staff from Glasgow Caledonia University and the local MSP.

Psychology and politics textbooks and academic journals, internet sites with links to online journals.

I will need to have access to a sample of the general public over the age of 18.

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

Primary research (using internet) such as statistics on voting behaviour, budgets for political campaigns. (This could also be gathered through contact with University staff and an MSP.)

Survey method as a primary research method to collect opinions on voting and attitudes to political campaigns.

Interview method as a primary research method to gather information from an MSP on media used in political campaigns.

Secondary sources such as textbooks to provide background information.

**Presentation**

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

MSP.

Pupils in S5 and S6 who will vote for the first time.

College and university students who may be voting for the first time.

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

Poster highlighting the importance of questioning motives of politicians' use of the media and links between use of the media and number of votes received. This would be a useful way to present findings to first time voters.

A written report could be produced which could be given to the MSP.

**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*)

Background reading should be completed first so that I know what information is required from online journals, from University staff and what questions I would include when interviewing the MSP and putting together the questionnaire.

I need to have access to statistics on voting behaviour patterns from recent research and I need to be able to interview an MSP. This needs to be completed before I draw up the questionnaire as the questions in the questionnaire will follow on from the interview. I am also relying on people being willing to answer my questionnaire.

I need to be able to speak to art and IT teachers to get advice on the questionnaire design and the design of the poster for my presentation.

### **Contingencies**

#### **Any anticipated problems**

Staff at the university may not be available or may not reply to initial contact.

Unable to access online academic journals at University because they are controlled by a password.

The MSP does not reply to initial contact or is unavailable.

Poor response to the questionnaire.

#### **My plans for overcoming the anticipated problems**

Try to contact again, possibly a phone call. Make initial contact with Social Science staff at more than one University.

Enquire if a temporary password is available to students from other education organisations. Check if there are hard copies of journals available to use.

Find out the names of other MSPs and contact one of those. Could interview a local councillor instead.

Look at using an online programme to carry out the survey. Try to get more people to participate so that the response rate improves.

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

I will use the progress log provided by SQA to help to keep a record of what I did at each stage of the project. I will include a comment on what went well, what I learned and what I could improve on for each of the stages of planning, researching, analysing, presenting and evaluating. In the interim review with my assessor I will take the opportunity to discuss my progress and to seek feedback on my performance at each stage. I will also keep a diary to record my thoughts on how I used resources, to comment on my communication skills and how well I got on with the people I came into contact with.

### Assessor's feedback to candidate

The project has a detailed plan with fairly realistic timescales. You could put in specific milestones rather than 'by the end of the month'. You may wish to think about other commitments you have in terms of your time and plan around these. This could improve how realistic your plan is.

You have identified a good range of primary and secondary research you need and also primary research methods. It is not entirely clear what your links are between the secondary research and the design of your questionnaire, though from our discussion at our last meeting it was obvious that you knew the direction you wanted this to take. This could be made clearer to improve your plan.

You have identified possible difficulties and contingencies. Your contingency plan to deal with a poor response rate to your questionnaire is an appropriate contingency, but it would be useful to give a more detailed alternative to this problem. Remember, as we have previously discussed that you must make sure to address ethical issues when you carry out your questionnaire. For example, obtain consent from those participating and make sure there are no names on questionnaires so that participants cannot be identified.

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



## Social Sciences: Interdisciplinary Project

### Presentation of Project Findings/Product

<b>Candidate's name</b>	Victoria Rankin	
<b>SCN</b>		
<b>Centre name</b>	Riverview Secondary School	
<b>Assessor's name</b>	Ann Jones	
<b>Project title</b>	How does the media influence voting behaviour?	
<p><b>How I presented my project findings</b> <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 findings in the form of a poster as I wanted to use a more creative approach and to develop my presentation skills. I spoke to S5 and S6 during assembly and used the poster as a prompt to present the findings of my research. I also used a poster because I wanted to capture the attention of my audience. I chose to present to S5 and S6 as they will be voting for the first time and I wanted to give information on how their voting maybe influenced by the media. I presented my written findings in a report to the MSP. I also presented to my assessor and head teacher how I had carried out my project and the skills that I gained from the whole process.</p>		
<p><b>Assessor's feedback to candidate</b></p> <p>Your poster was well-designed and clearly showed the information you wished to present. It was appropriate to the audience and gave clear advice on the influence of the media on voting behaviour and tips for avoiding being influenced. You have recognised that it is important to use an appropriate presentation format to suit your audience.</p> <p>The presentation shows that you have improved your understanding of the use of persuasive communication techniques used by the media in influencing voting behaviour.</p> <p>Your analysis of your research and comments during your presentation regarding the information on your poster were very informative but more of these might have been included in the poster itself. A leaflet may give you the opportunity to include more of your information and students could also take this away and read it in their own time. This might make your message more effective.</p> <p>Your presentation to myself and the head teacher was very informative about what you gained from carrying out the project.</p>		
<b>Candidate's signature</b>	<b>Date</b>	
<b>Assessor's signature</b>	<b>Date</b>	

## Social sciences: Interdisciplinary Project

### Evaluation of project

<b>Candidate's name</b>	Victoria Rankin								
<b>SCN</b>									
<b>Centre name</b>	Riverview Secondary School								
<b>Assessor's name</b>	Ann Jones								
<b>Project title</b>	How does the media influence voting behaviour?								
<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>I think my project has been fairly successful and this was due to careful planning and good time management. I began with background reading to help with my knowledge of the area where the project was set. This was effective as it allowed me to collect relevant data for my project.</p> <p>I managed to make good contacts at the University and so I found I could get access to journals. Unfortunately, I was not able to get access to online journals because I was not allowed a password. However, I was able to use the university library to access hard copies of journals and this gave me relevant information.</p> <p>The interview with the MSP was delayed as he was unavailable on the initial dates he had agreed to meet. However, my contingency plan of following up e-mails with telephone calls worked and we were able to arrange a date two weeks later than the original date.</p> <p>I managed my time effectively to write up the data more quickly than I had planned and so I was not too delayed by this. I also found that I had a poor response rate to my questionnaire but I decided to gain access to more people by going into the shopping centre. This increased the amount of data I was able to collect.</p> <p>I enjoyed interviewing the MSP and found the information I received very interesting although some of it was not relevant to the focus of my project. I could improve on my questions to ensure that this did not happen.</p> <p>The poster developed to present the findings of my project was given fairly positive feedback from the students who saw it. I was happy with the poster but when I looked at the information I had collected there was a lot of information that could not go onto the poster due to limited space. The posters were displayed at locations around the school and in a local college and university which was good. However, I think a PowerPoint presentation of my findings accompanied by a leaflet to show how the media influences voting behaviour would have provided the audience with more information. The presentation to my assessor and head teacher went well and I enjoyed the opportunity to show what I had learned and achieved.</p>									

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

I feel I was able to communicate well with the different people I had contact with during my project I sought advice from a number of teachers at different points when I needed help and I explained clearly the problems I had come across which meant they understood me. For example, I sought advice on how I should address University staff and MSPs both in e-mail communications and on the telephone. This made my communications with both groups respectful and allowed me to gather relevant information for my project.

I believe that communicating using the visual aspects of a poster was a good method to use when communicating information to my fellow pupils and to students at college and university level. This is a form of communication that they are familiar with and it is less formal and so was good to use with this group.

My use of the telephone to speak to professionals and to ask follow-up questions was appropriate. I also used e-mail as a form of communication and this allowed me to think about the information I was asking for and to communicate this clearly and quickly.

The questionnaire was presented in a written visual format and this was appropriate to collect the data required. The questionnaire was clearly presented and it was checked to ensure the questions were easy to understand. This meant the data collected was relevant to the project.

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

I could look at the research collected on the influence of the media on voting behaviour and compare this with how the media is used by politicians at a wider level within the UK and in other countries. I could then compare how the media is used as a tool by politicians across different cultures. For example, comparing Italy, the USA and the UK. This would focus on secondary research but I could also use content analysis as a primary research tool.

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

## Social sciences: Interdisciplinary Project

### Self-evaluation of generic and cognitive skills development

<b>Candidate's name</b>	Victoria Rankin								
<b>SCN</b>									
<b>Centre name</b>	Riverview Secondary School								
<b>Assessor's name</b>	Ann Jones								
<b>Project title</b>	How does the media influence voting behaviour?								

*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)?)*

I feel I used my knowledge of the area of persuasive communication well in order to help develop my questionnaire. There was a link between this and my project as I was looking at media influence on voting behaviour. Persuasive communication is used by all forms of media. I tried to make links to citizenship by getting people to think about how they might be influenced by the media in their voting behaviour.

#### **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.)*

I feel I did a lot of background reading in my research for the project and this helped me to develop my research question. I then collected some data using internet resources and other people's research to give me information on statistics on voting behaviour. I was able to access journal articles to improve the amount of information I had on persuasive communication. I had the opportunity to collect my own data through the interview with an MSP. This was a good experience as I had not carried out an interview before and I feel I got a lot of information. My questionnaire did not give me a good response when I first carried it out. However, I then went out to the wider public in the local shopping centre and I managed to get a better response from that.

There was a lot of data on voting behaviour and I found it difficult at first to work out what was most useful for the project. I had to then think about who I was interviewing and choose the statistics linked to the voting public for that MSP's area. I would have preferred to have interviewed an MSP from a different party to compare.

I learned a lot about information handling.

### **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.)*

I found it helpful to ask for advice from my teachers before I contacted the university staff and the MSP as I had never had to speak to people in those positions before. I used the advice and found that I did not feel as nervous as I thought I would when talking to them. Afterwards, I felt that my confidence had improved and I am sure this is a good skill to have in my future studies and working life. I found it easy to speak to teachers from art and IT departments because I knew them slightly from the school. I tried to explain clearly what I was doing and what I wanted my questionnaire and poster to look like. I feel that I explained this clearly and so they were able to give me good advice on using IT and art to help in my project. I decided at first to give questionnaires to people I knew because I was a bit nervous of approaching people I did not know. However, because of the poor response, I had to go out and ask people I did not know. Again, I feel that my confidence in communicating with people I did not know improved.

### **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?)*

I kept a weekly diary to help me to meet my plan's deadlines. This worked well as it broke down the tasks and helped me to manage them. I also wrote some comments on how the tasks went and how I could have improved on them. This helped me to think about how to overcome any problems meaning I was able to solve any problems quite quickly. For example, I made sure I had more than one contact for MSPs as this was something I had written into my contingencies for university contacts and I had found this helpful.

### **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 work at a more challenging level as I had to collect information from a wide range of sources and compare this information to come up with my poster. I enjoyed this as I like to be able to see that I have made progress in my understanding of information. I enjoyed working independently and I built on the skills I learned in my Higher Psychology coursework. I feel that I met and overcame some challenges in communicating with other people. For example, I did not just stick with the few responses to my questionnaire but I overcame my nerves to go out and ask people I did not know to answer this for me.

### **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?)*

I feel that my problem solving skills improved as I had to collect sources from different places and people and put these together in a way that made sense. I had to think about ways of presenting my findings to my audience. I recognised that I am not a very creative person and that I wanted to produce a poster that would appeal to young voters. I then solved this by seeking advice from art and IT teachers on more interesting and creative ways of presenting my findings. I also had contingencies to help to overcome any problems I came across.

### **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 presented my findings as a poster to the S5 and S6 pupils in my school. I also got the poster displayed in the local college and university on their noticeboards. I felt quite calm when presenting the poster to pupils as I was familiar with them. I also sent a copy of my findings to the MSP but I wrote these up in a more formal way. I was pleased that in producing a poster, I was able to improve on my creative skills and my IT skills. I also presented what I had gained from the project and the skills I had developed to my assessor and the head teacher. I was nervous about this part because I wanted to show the head teacher what a good job the teacher had done in supporting me through the project. However, I coped well with this.

I hope that I will be able to build on these different ways of presenting information when I move on to studying at university.

**Self-evaluation — recognition of own skills development and future areas for development**

*(Think about how you have developed throughout your project. How did you deal with feedback, praise, setbacks and criticism and their impact on your own development of knowledge, skills and understanding? To what extent did you ask for feedback, learn from experiences and how will you use these to inform future progress?)*

This project helped me to gain experience of working with different groups of people and to practice and improve on my communication skills. This will be useful when I go on to university and have to communicate with professional adults. I have broadened my experience of carrying out research using primary research methods such as questionnaires and interviews and this should help me in my studies at university. My confidence in discussing my progress with teachers has improved and I feel that I am now more confident in offering solutions to problems within my work rather than expecting teachers just to give me the answers. I have learned that I have got good time management skills and I am able to manage a big project and complete it on time. I have found that self-evaluation is very useful as a way of improving confidence and skills.

*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 very proud of what I achieved and of the skills I developed which will help me in university and in my future working life.

**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 have found working on my own very valuable training for university. I have also been able to develop confidence in speaking to people I don't know which will help me in the future. The self-evaluation has allowed me to recognise the things I am good at as well as the things I need to improve on and I would like to continue working in this way and perhaps outlining development points for myself.

## Social sciences: Interdisciplinary Project

### Assessor report

Candidate's name Victoria Rankin

Candidate's number \_\_\_\_\_

Centre Riverview Secondary School

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>	
Victoria clearly fulfils all the criteria. She did a good presentation of her proposal with strong justification and good links to other disciplines.	



<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>	
Victoria had thought carefully about how she was going to carry out her project. She wanted to ensure good communication with professional adults showing great maturity. She managed her time effectively by keeping to her timeframe.	

<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>
<p>Victoria was nervous when presenting to others but she overcame this showing a level of maturity developed through the project.</p> <p>She had critically analysed the information she had collected to produce an excellent poster. Her presentation to myself and the Head teacher demonstrated very clearly what she had gained personally and academically from carrying out her project.</p>

<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>	
<p>Victoria has shown a clear and intelligent approach to evaluation of her project. She has been methodical in her approach throughout the project and has always remained focused on her objectives.</p>	

<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>	
<p>Victoria gave a well-balanced evaluation of her own progress and the skills she had developed during the project. Her honest approach to her self-evaluation was very refreshing.</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

<b>Overall grade awarded</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>Unsuccessful</b>
<b>Additional comments/overview</b>				
Victoria has produced a very good piece of work. It has been well researched and presented in an effective manner. There is clear evidence of independent learning and development of a range of skills including interpersonal skills. Victoria has clearly shown the ability to reflect on her own working practices and she has recognised areas where she has improved as a result of carrying out the project.				

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal Verifier's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Example of Grade C

## Social Sciences: Interdisciplinary Project

### Proposal

<b>Candidate's name</b>	Joan Mitchell								
<b>SCN</b>									
<b>Centre name</b>	Riverview Secondary School								
<b>Assessor's name</b>	Ann Jones								
<b>Project title</b>	How Does The Media Influence Voting Behaviour?								
<b>Project outline</b> ( <i>what it is you want to do and how will you go about it</i> )									
<p>I hope to be able to show a link between how people vote and what role the media plays in this. I would like to give people information to help them when choosing who to vote for.</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>I enjoyed the media topic I studied in Higher Sociology and I am currently studying Higher Politics. I would like to be able to look at the links between these two subjects. I am also interested in studying for a Social Sciences degree at university.</p>									
<b>The broad contexts this project will cover are</b>									
<input checked="" type="checkbox"/> Citizenship <input type="checkbox"/> Enterprise <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Economic development <input type="checkbox"/> Sustainable development									
<b>Learning environments I will access are</b>									
<p>I will look in the school library for Sociology and Politics books and use the school IT facilities for websites to carry out research. My teachers may be able to give advice on books and websites in these areas. I will go to the local university library to look for more information from journal articles.</p> <p>I will contact the local MSP to ask him questions on how he uses the media in his campaigns.</p> <p>IT teachers could advise me on using search engines and on using IT to design my questionnaire.</p>									

## How I will use my knowledge of Social Sciences

I will use my knowledge of the sociology of the media to look at how the media is used to persuade people to behave in certain ways. I know about statistics on voting behaviour from studying Politics. I could use this to help me with my research on voting behaviour.

## 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 have studied research methods in Sociology and could use this to help with research. For example, I have answered exam questions on questionnaires and interviews but I have not carried out research using these. I will be able to use these methods in my project.

### ◆ **Research skills — analysis and evaluation**

I have not carried out a project like this before. I hope to develop the skills of collecting information myself. I feel that my research skills using school websites and textbooks are fair and I hope to improve these by using online journals.

### ◆ **Interpersonal skills — negotiation and collaboration**

My interpersonal skills are quite good and I work well with other pupils and my teachers though I hope to improve speaking with other people.

### ◆ **Planning — time, resource and information management**

I have struggled to manage my time on other coursework but if I give myself weekly targets I will be able to meet deadlines in the project. This will be a good learning experience for me.

### ◆ **Independent learning — autonomy and challenge in own learning**

I do enjoy the challenge of working independently and I know that this is a useful skill for university. I am a motivated person and I think I will do well in this area.

### ◆ **Problem solving — critical thinking, logical and creative approach**

I feel that I have good problem solving skills and I will be able to develop these in this project. I am confident in working in a creative way and I know that these skills will be useful when I present my findings.

### ◆ **Presentation skills**

I may present my project as a PowerPoint presentation. This would give me the opportunity to improve my use of IT in presentations. I could also present my findings to the MSP as a written report which would allow me to use my IT skills in a different way. I could ask the IT teachers for advice on putting together a formal report using IT.

◆ ***Self-evaluation — recognition of own skills development and future areas for development***

I have not had much experience of reflecting on work I have done and I hope the project will help me to do that.

I hope the weekly plan will help me to monitor my progress and if I keep good notes I could use these to help me to reflect on skills I develop.

**Assessor's feedback to candidate**

I'm pleased to see you that you have taken on board some of the points we discussed after your first submission and I am now happy to approve your proposal. Your project title gives you the opportunity to use your knowledge from previous study and it will allow you to draw on different disciplines within the Social Sciences.

You have now recognised that you will have to access less familiar learning environments. It would be useful to contact the university as early as possible so that you can get on with your research. You say that you will have the opportunity to develop interpersonal skills in your communication with other people but you may wish to think about how you will develop these skills.

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

## Social sciences: Interdisciplinary Project

### Plan

<b>Candidate's name</b>	Joan Mitchell								
<b>SCN</b>									
<b>Centre name</b>	Riverview Secondary School								
<b>Assessor's name</b>	Ann Jones								
<b>Project title</b>	How does the media influence voting behaviour?								
<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>My reading should be done by September.          October — I will go to the university library and contact the MSP          November — I will interview the MSP to find out how his political campaigns have been run          December — I will contact the IT department to ask for some feedback on my questionnaire design          January — I will carry out my questionnaire with teachers and support staff in the school          February — I will put my findings together and ask advice from IT teachers on how to use the PowerPoint software to present my findings          February — I will carry out my presentation and write up my findings in a more formal report for the MSP          March — evaluations completed</p>									
<p><b>Planning</b> (<i>how you are going to meet the agreed objectives of your project</i>)</p> <p>The first part to do is to use the school library, books and websites to make notes for the research for my project.</p> <p>I will need to contact the university library and the MSP to arrange to collect the other information I need. I will then be able to visit the university library to get information from journal articles. Once I have done this I can interview the MSP about his political campaigns. I will then carry out my questionnaire with staff in the school to collect information on voting behaviour. I will then be ready to put my information together and then seek advice from IT staff on how to use IT to present this in a PowerPoint presentation and as a formal report. The final part will be to complete my evaluations.</p>									



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

Sociology and Politics teachers at my school, IT teachers for help with presenting skills, library staff at the local university and the local MSP.

Sociology and politics books, internet sites and online journals.

Teachers and support staff to answer my questionnaire.

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

Using the internet and books for information already collected by other people. This will be my secondary data. An example is statistics on voting behaviour.

My interview with the MSP and my questionnaire are two examples of how I can collect primary data.

**Presentation**

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

MSP.

My Sociology and Politics classes.

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

PowerPoint presentation to school pupils is useful as I am presenting to a group and this is an easy way to do this.

I would write up my findings in a more formal way for the MSP.

**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 to rely on the co-operation of IT teachers, MSP and university library staff.

I need to have access to statistics on voting behaviour patterns from recent research and I need to be able to interview an MSP. This needs to be completed before I draw up the questionnaire as the questions in the questionnaire will follow on from the interview. I am also relying on people being willing to answer my questionnaire.

<b>Contingencies</b>			
<b>Any anticipated problems</b>	<b>My plans for overcoming the anticipated problems</b>		
I may not be able to get to the university library.	Use the resources available in the school library.		
The MSP cannot meet with me.	Ask someone who works at the campaign office for the information I need.		
Teachers don't have time to fill in the questionnaire.	Ask parents, friends and relatives instead.		
<b>Method for recording my skills development and future areas for improvement</b>			
I will write up my weekly plan to keep a note of my progress and the skills I have developed. This will help me to see what has been positive and what has been negative.			
<b>Assessor's feedback to candidate</b>			
Your plan is fairly clear and linked to your proposals. It should give you the opportunity to complete all the stages of the project. Your timescales are realistic but you may wish to look at getting more of your project done earlier in the academic year. It should help you to put your proposal into practice. You may also like to think about other commitments on your time. You have included resources relevant to the project and identified both primary and secondary research methods. Remember to think about how you design your questionnaire to cover any ethical issues.			
You have included comments on dependencies and contingencies. However, if you could not meet the MSP would your contingency help you to fulfil your plan? What else could you do?			
<b>Plan approved</b>	YES	<b>Further work required</b>	
<b>Candidate's signature</b>			<b>Date</b>
<b>Assessor's signature</b>			<b>Date</b>

## Social Sciences: Interdisciplinary Project

### Presentation of Project Findings/Product

<b>Candidate's name</b>	Joan Mitchell								
<b>SCN</b>									
<b>Centre name</b>	Riverview Secondary School								
<b>Assessor's name</b>	Ann Jones								
<b>Project title</b>	How does the media influence voting behaviour?								
<p><b>How I presented my project findings</b> <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 put together a PowerPoint to present my findings to the Politics and Sociology Higher students and their teachers. I wrote up my findings in a report and sent it to the MSP.</p>									
<p><b>Assessor's feedback to candidate</b></p> <p>The use of a PowerPoint presentation was a good way to present your findings to a group of people. It allowed you to show the development of your IT skills and your ability to speak in public. The information you gathered was presented in a way that was appropriate to your audience and the use of graphs to show voting trends was very clear. You were a little nervous and hesitant to start with but you settled down and managed to hold the interest of your audience. It might have been beneficial to have practised your presentation with some members of your class first.</p> <p>You were able to show what you had learned about media influences on voting behaviour. It was clear from your presentation that you understood the links between your two disciplines and that you had been able to analyse the data you had collected and present it in a meaningful way.</p>									
<b>Candidate's signature</b>						<b>Date</b>			
<b>Assessor's signature</b>						<b>Date</b>			

## Social sciences: Interdisciplinary Project

### Evaluation of project

<b>Candidate's name</b>	Joan Mitchell								
<b>SCN</b>									
<b>Centre name</b>	Riverview Secondary School								
<b>Assessor's name</b>	Ann Jones								
<b>Project title</b>	How does the media influence voting behaviour?								
<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>I completed my project but I did leave some of the data collection to the last minute and this gave me less time to put together my presentation. This showed me that I need to think more carefully about how much work is involved in each stage and to try to stick more closely to my plan's deadlines. My teacher was there to prompt me at different stages of the project but this will not happen at university so I will have to learn to work more independently if I am going to succeed.</p> <p>Although I was nervous at the start, I think my presentation was quite good and the classes seemed interested. My written report for the MSP was a bit rushed and I forgot to include slides of the presentation which would have made it better.</p>									
<p><b>How effective were my communication methods throughout the project?</b></p> <p>I thought my communication skills were good but through doing my project I have realised that they were not really and they are now better. My interview with the MSP was a good experience and it made me evaluate the ways communication between people I know and people I don't know differs. My questions for the interview were formal and so were appropriate for meeting with an MSP.</p> <p>The PowerPoint presentation was a good way to present my findings to the classes in school. This is because this method is familiar to them and it also gave me the opportunity to practise using IT skills in communication.</p>									
<p><b>Is there any aspect of my project that could be taken further? What might my next steps be?</b></p> <p>I could do a follow up questionnaire after the next election to get a better picture of how voting behaviour may have been influenced by media campaigns used by the different political parties.</p>									
<b>Candidate's signature</b>						<b>Date</b>			
<b>Assessor's signature</b>						<b>Date</b>			

## Social sciences: Interdisciplinary Project

### Self-evaluation of generic and cognitive skills development

<b>Candidate's name</b>	Joan Mitchell								
<b>SCN</b>									
<b>Centre name</b>	Riverview Secondary School								
<b>Assessor's name</b>	Ann Jones								
<b>Project title</b>	How does the media influence voting behaviour?								

*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)?)*

I used my knowledge of research methods used in Social Sciences to write the questions for my interview and questionnaire. I feel that this made the data I collected more useful. In my PowerPoint presentation I tried to show that voting is part of our role as citizens and it is important to have a say in who governs us.

#### **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.)*

I did use Sociology and Politics books from the school library to read about my project topic. I got good ideas from these to help me with writing my questions to collect the data I needed. I found it difficult at first to find relevant journals as there are so many but after seeking advice from the university library staff I narrowed my search and this was helpful. The interview and questionnaire worked well as research methods for the data I wanted to collect.

Going through voting statistics was a bigger task than I thought. I need to work on understanding this type of data and choosing what is relevant to the project.

### **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.)*

I asked for help when I needed it. For example, from university library staff when I was unsure of the types of journals I needed. I also asked IT teachers for help in improving the presentation of my PowerPoint. I have used PowerPoint before but I wanted to make sure it was as good as it could be because I was presenting to a larger group of people and it was for the project.

The MSP answered one of my questions in a way I did not understand and I felt confident enough to ask him to explain what he meant. I am now more confident in talking to people I do not know and who are different from me.

### **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?)*

I tried to set targets that I thought I could meet. I tried to work to a weekly plan but I found that I had not thought about the demands on my time from other subjects and other coursework. This is why I ended up not spending as much time as I would have liked putting together the final presentation. I should have contacted the MSP earlier as I risked not being able to meet him due to demands on his time. Fortunately, he agreed to squeeze me in between other engagements. In spite of these things, I did meet my final deadline so my plan worked in the end.

### **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 found working through the statistics on voting behaviour quite difficult. However, because these were important to the project I kept going and I managed to make enough sense of them to show how they linked to my project. I showed initiative in seeking advice from IT teachers to help me improve my presentation skills when using PowerPoint. I feel that I managed to keep quite motivated throughout even when other coursework distracted me. Although my teacher was there to prompt me at key stages, I am pleased that I managed to work mainly on my own to complete the project and I know that this will be something I will need to develop at university.

**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?)*

I had contingencies in place to help me to solve problems if they arose. When I realised that I had spent too long on data collection and would then be rushing to prepare my presentation, I sought advice from IT staff. If I had not sought advice it would have taken me even longer to put together the presentation and I may not have completed my project on 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 to the Sociology and Politics classes in my school. I put together a PowerPoint presentation and tried to show the link between the background of media, politics and how the media can influence voting behaviour. I included information on voting behaviour patterns and also information from the questionnaires and interview to support the theories from sociology and politics. I also put my findings into a written report and sent this to the MSP. I hope to have the opportunity to improve on my presentation skills when I go on to university.

**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 was able to listen to feedback and take on board any criticism, even though I didn't like it. If I was doing another project I would plan better and try to keep to timescales. I have learned that there is always room for improvement as I thought I had good communication skills. Although I was less nervous than I thought I was still nervous speaking to people I didn't know, but got better as my project progressed.

The fact that I have gone through the process of this report has given me the confidence to believe that I can go on to university and hopefully do well.

*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 very proud of what I achieved and of the skills I developed which will help me in university and in my future working life.

**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)*

Although I knew my teacher was always there to support me, the project has given me a valuable taste of working on my own, which is something I will have to develop further when I go to university. I am also more conscious of the importance of time management and keeping to deadlines rather than letting things drift.



## Social sciences: Interdisciplinary Project

### Assessor report

Candidate's name Joan Mitchell

Candidate's number \_\_\_\_\_

Centre Riverview Secondary School

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>	
Joan meets the criteria for Grade C. The links made between the disciplines within Social Sciences are strong.	

<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>	
Joan has produced a plan that meets Grade C criteria. However, further development of dependencies and contingencies are necessary for a higher grade.	

<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>	
Although a little hesitant at the start Joan presented in a competent manner and has fulfilled criteria for a Grade C. She was confident in using IT to present her findings.	

<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>	
Joan showed good use of presentation methods. Grade C criteria has been met.	

<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>	
Joan has provided an evaluation of her performance based on her experiences while carrying out the project. She has been very honest and insightful of her development through carrying out her 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

<b>Overall grade awarded</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>Unsuccessful</b>
<b>Additional comments/overview</b>  Joan's project has met her aims and objectives. Her presentation was good and showed links to the broader context of citizenship. Joan was honest in her self-evaluation and highlighted skills she will need to develop for university. She recognised the value of keeping a progress log to help develop her self-evaluation skills and she was able to use the log to seek advice to ensure she met her deadlines.				

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal Verifier's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Project 2 — Example of Grade A

## Social Sciences: Interdisciplinary Project

### Proposal

<b>Candidate's name</b>	Amina Kundi								
<b>SCN</b>									
<b>Centre name</b>	McCleod Secondary School								
<b>Assessor's name</b>	Paulo McKone								
<b>Project title</b>	How can ICT be used to promote learning and memory by scheduling the spacing of revision sessions?								
<b>Project outline</b> ( <i>what it is you want to do and how will you go about it</i> )									
<p>I will research the role of schedules in memory, in particular the use of 'the spacing effect' in scheduling revision sessions to take in new information effectively. I believe that computer resources such as apps and smartphone reminders present a useful modern way of scheduling learning, so I will research available apps, propose new strategies which could be developed, and present my findings to younger pupils. This will be of use in both education and the workplace.</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>I have a strong interest in memory as I hope to study Psychology at university. I am also studying Business, and I am interested in how new technology such as apps are marketed, especially to younger people. I plan to follow a career in teaching so the project will have direct relevance to this. I studied Standard Grade Computer Studies, so I have a good understanding of the internet and computer programs.</p>									
<b>The broad contexts this project will cover are</b>									
<input checked="" type="checkbox"/> Citizenship <input checked="" type="checkbox"/> Enterprise <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Economic development <input type="checkbox"/> Sustainable development									
<b>Learning environments I will access are</b>									
<p>I intend to contact the Department of Psychology at the University of Strathclyde to obtain specialist information on human memory. I will also carry out research using the internet and the school library. I am planning to design a questionnaire and conduct a survey online to find out about pupils' learning habits, and to conduct a lab experiment on the spacing effect with the support of teaching staff, using a school classroom. I will seek advice from ICT staff regarding options for internet/smartphone applications, and search for existing apps online. I will show my independence of thought and action by using these separately from any class or teacher support.</p>									

## How I will use my knowledge of Social Sciences

My studies of memory as part of Higher Psychology will be useful preparation. My knowledge of business will be useful in evaluating the potential market of a revision app, and the two combine in that marketing involves persuasion and affecting peoples' thoughts and beliefs. My understanding of computer studies from Standard Grade will also be relevant in considering the practical options which could be put in place to make use of memory strategies — a theory which most people are not aware of could be developed for everyday revision using a phone, laptop or PC.

## 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**

Making links between subject knowledge and real-world applications is one of my strengths, although I do not always think of all of the possible ways things could be applied. The application of knowledge of psychology to learning is a key aspect of the project, so I envisage that I will be able to use and develop my current skills in this area.

### ◆ **Research skills — analysis and evaluation**

I feel that my research skills are fair, but rather limited to the likes of the internet search engines and textbooks. I need to expand my ability to find out about research studies in memory, and I will take advice from library and department staff on how best to do this. My ability to read, organise and summarise information is at a good level, but I sometimes forget to consider the weaknesses/limitations of research — I will make a point of doing this, and hopefully develop this thinking skill.

### ◆ **Interpersonal skills — negotiation and collaboration**

I think I am good at developing relationships and talking with others of my own age, and I will develop my ability to organise a group and to show sensitivity to others during the practical research in this project. Contact with experts at the University will be a challenge — I find such contact quite intimidating when face-to-face, so I will make contact via e-mail, at least to start with, and develop my confidence through experience.

### ◆ **Planning — time, resource and information management**

I am generally quite realistic about timescales, but I tend to leave too much work until the last minute. I will tackle this problem by setting weekly targets, and hopefully develop better time-management skills for my future studies and career.

- ◆ ***Independent learning — autonomy and challenge in own learning***  
I view this as the most important part of the bacc project; though I will use others' information and help, I will primarily be working by myself to run this project and answer the question which I have set myself. Independent learning is something that is absolutely essential for university and the world of work so I am looking forward to enhancing these skills.
  
- ◆ ***Problem solving — critical thinking, logical and creative approaches***  
I believe my project encompasses creativity in terms of the proposal for new computer-based methods of learning, but there is also a logical process that needs to be followed in terms of the application of psychology research. I will encounter problems in identifying suitable options, eg for an app, and as previously mentioned, I hope to be able to overcome them with advice from school staff.
  
- ◆ ***Presentation skills***  
As part of the project, I will present my findings to pupils in the year below me at school, in the hope that a better understanding of memory strategies and an awareness of how to practically use these strategies will help them in their exams. This is a challenging prospect, but one which will boost my experience of giving presentations to an unfamiliar group. I have not yet decided whether to do this as a talk, a PowerPoint or a short film.
  
- ◆ ***Self-evaluation — recognition of own skills development and future areas for development***  
My experience of independently finding out about science research is very limited, so I will look to school staff for advice. Evaluating any mistakes or wrong turns will greatly help me in the future in everyday life and similar work, as I need to learn not to make them again. As my project involves working with both staff and pupils, evaluating my progress will tell me much about my ability to organise my research and co-operate with others, lessons which will be very valuable in all areas of the future. To help with my self-evaluation I hope for feedback from the professionals I will be working with.

#### **Assessor's feedback to candidate**

Your project proposal is detailed and shows a well thought out idea broken into clear steps. It is logical, and clearly has a practical application. I am concerned that conducting both a survey and a lab experiment may be too time-consuming and could provide so much information that it becomes difficult for you to present it succinctly in a PowerPoint. It would be best to focus on one or the other.

You have thought well about how you can draw on your different subjects and the project combines your interest in psychology with ICT. You mention business, and it would be good to see you develop this idea further — can you analyse how an app could be suitably marketed and distributed to pupils around the country and beyond?



Your analysis of the skills involved is good and you seem to understand what is expected and what you may gain through the project. Time management will be a big issue and you will need to consider how to organise yourself to meet the deadlines.

As we have discussed, it will be important for you to conduct your background research soon, and not to let this process drag on.

Well done on an interesting and coherent project proposal.

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

## Social Sciences: Interdisciplinary Project

### Plan

<b>Candidate's name</b>	Amina Kundi								
<b>SCN</b>									
<b>Centre name</b>	McLeod Secondary School								
<b>Assessor's name</b>	Paulo McKone								
<b>Project title</b>	How can ICT be used to promote learning and memory by scheduling the spacing of revision sessions?								
<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>Late September to late February — see detailed timeline (attached).</p>									
<p><b>Planning</b> (<i>how you are going to meet the agreed objectives of your project</i>)</p> <p>(a) Identify background research on memory and the 'spacing effect' Use library resources and research websites, with guidance from teachers/librarians about the most suitable sources to use. I have found out that the school library has a link with the University of Strathclyde, so this may help when looking for research articles.</p> <p>(b) Seek advice from specialists at University Make contact with a local university via e-mail, and try to arrange an appointment to discuss my findings and research plan in person or over the phone. As my school already has links with Strathclyde, I will contact a researcher from that department to begin with.</p> <p>(c) Conduct an experiment into memory Find a sample of approximately 20 senior pupils; prepare materials based on learning definitions from social science subjects, compare memory for spaced versus non-spaced learning.</p> <p>(d) Investigate apps which can be used to organise learning Speak to school ICT staff about apps and other computer-based solutions to help space revision effectively. Search app stores for commercially available apps. Make a proposal for how ICT can help pupils to benefit from the spacing effect.</p>									

(e) Present findings to younger pupils  
Put together a presentation, with a simple summary of the memory research and my findings on the ICT solutions. Speak to head of S5 to arrange a day when I could give the talk — perhaps at the end of assembly.

(f) Evaluation  
Complete both evaluations and submit to the assessor by February, in order to have it done before my H and AH coursework is due.

After advice from teachers, I have decided that doing a survey of learning strategies is not really necessary and would be too time-consuming. It's not necessary to find out what strategies they use because it is reasonable to assume that they use the same strategies as people in my year used for their Highers.

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

My main resources will be the reading materials that I use for background research in this specialist area, and I will also rely on the guidance of school staff and, hopefully, university experts. I will draw on the knowledge of school ICT staff who understand apps, the internet and computer programmes better than I do. I will also rely on the willingness of fellow pupils to take part in my experiment. I will use the internet both in school and at home to find suitable background research, as well as using the school library and possibly the university's journals. I will use computers to prepare a presentation.

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

I will use the following research methods.

- ◆ Books/journals, including web-based journals. The background research is a major part of this project, as it is pointless to conduct an experiment or make recommendations if it is not based on scientific findings.
- ◆ Subject specialists. I will hold meetings with school staff and a university faculty member.
- ◆ Lab experiment, using a spare classroom as the lab. A comparison will be made between two groups of approximately ten S6 pupils, one of which will be shown materials using the spacing effect, and the other forming a control group.

**Presentation**

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

The main people to benefit will be my fellow pupils, who can use the insights from my project to do better in their Higher exams. The teachers in the school may also benefit, as they will be able to give better revision advice — based on research — to their pupils.

◆ **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 purely verbal presentation may be boring for the pupils in the year below me, so I will use visual aids such as printed pictures/graphs or preferably a PowerPoint. If time allows, I can make a short film.

**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*)

It will be essential for me to find the time to conduct background research before I speak to university staff, so that I can get some advice about whether I'm on the right track. Ideally I will have this feedback from staff before I plan and run the experiment, but if not then I will discuss my plans with school staff. The aim is to conduct a pilot study before running the full-scale lab experiment, in order to test that the materials work properly and are not too difficult for the learners. The laboratory research needs to be conducted before I can do the presentation, because I plan to put graphs with the findings into the presentation. I need to find out what apps are currently available before I make suggestions for new apps/strategies that could be developed.

**Contingencies**

**Any anticipated problems**

The background research may be complicated and hard to understand.

Unable to access some websites or journals.

The university contact may not reply or may be out of the university.

**My plans for overcoming the anticipated problems**

Print out the studies and take them to my psychology class to discuss with the teacher at the end of class.

Speak to the librarian, or seek help in finding other, similar articles.

Try phoning the main department contact number, or find another suitable contact by looking at university websites to find staff who research into memory.

<p>Shortage of participants for the lab experiment</p>	<p>Offer a reward of some kind such as a biscuit in order to take part. Ask my friends to take part.</p>
<p>Lack of co-operation from the ICT department.</p>	<p>Manage without the advice of the ICT department — speak to friends or teachers who are very good with computers.</p>
<p>The experiment doesn't show what I expect it to show.</p>	<p>Identify what may have gone wrong in the experiment. Explain to the audience that my research is just one of several studies on the spacing effect.</p>
<p>I can't find any apps or programmes which could be used for spacing of revision.</p>	<p>The emphasis in the final part of my presentation will be more on a proposal for a new app rather than a description of current technology which could be used for revision.</p>
<p>Unable to find a suitable time to give the presentation to S5 at assembly.</p>	<p>Speak to guidance staff to see if my talk could be included as part of the Personal and Social Education courses in S4-S5.</p>

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

I will use the progress log from the bacc support pack, as well as my own more detailed analysis of my conduct and success in each stage of the IP — planning, researching, analysing, presenting and evaluating. I intend to discuss and record all of these areas in the interim review I have with my assessor.

I will get feedback on my background research from school and university staff as I go along, and will therefore be able to adjust my approach if it is not fully effective.

Furthermore, I will record my opinions on my own development, independence in organising the project and research skills in terms of summarising the background research and presenting the experimental data — skills I previously identified as key targets. I will do this in the evaluation of my project.

Towards the end of the project I use the self-evaluation section to evaluate the development of my presentation skills as well as the thinking skills which were essential in drawing on my research data to reach a conclusion.

### **Assessor's feedback to candidate**

Your plan is detailed, and elaborates your proposal very well. It is a good idea to focus on the lab research rather than a survey, and to consider how the results could be used within your presentation. Your resources and dependencies are all clearly identified, and provide a solid base for this project.

Your timeline is well explained, but I think you should return to your earlier idea of identifying weekly targets, especially as you have previously identified time-management as being a problem area for you. This could be done on a month-by-month basis. Make sure you consider dependencies when you set weekly targets.

The idea for the lab experiment makes sense, and you have clearly given a good bit of thought about how to run it. You should now think ahead to what data analysis techniques and graphs you will use. From an ethical point of view, you should write a standardised brief and debrief at an early stage.

With some more thought on some details you should be able to successfully complete the planned project. Well done on some very good progress.

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

## Timeline

September	October	November	December	January	February
Background research into memory.	Design and prepare materials for memory experiment.	Conduct pilot study of memory experiment.	Run memory experiment.	Prepare summary of proposals for use of ICT in revision.	Give presentation to S5 pupils.
Write research consent forms.		Begin presentation.	Analyse data and produce graphs.		
Make initial contact with university departments.	Consult with school psych department on ethics of experiment.	Summarise findings of research following uni feedback.	Add graphs of experiment findings to presentation.	Finalisation of PowerPoint presentation.	Collate feedback from S5 pupils.
Search app stores (apple, google) to find existing computer-based study planning tools.	Meet with university department to discuss research and plans for experiment.	Discuss options for a programme or app with ICT dept.	<i>(other: begin revision for my prelim exams)</i>	Arrange date to give presentation — speak to head of S5.	Evaluation of project.
		<i>(other: UCAS personal statement)</i>		<i>(other: sitting prelim exams)</i>	

## Social Sciences: Interdisciplinary Project

### Presentation of Project Findings/Product

<b>Candidate's name</b>	Amina Kundi								
<b>SCN</b>									
<b>Centre name</b>	McLeod Secondary School								
<b>Assessor's name</b>	Paulo McKone								
<b>Project title</b>	How can ICT be used to promote learning and memory by scheduling the spacing of revision sessions?								
<p><b>How I presented my project findings</b> <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>It was decided to use S5 as an audience, because younger pupils would not be able to understand the complexities of my research, and also because many S5s are just about to do their Highers, and can therefore make use of the revision techniques.</p> <p>I used a PowerPoint presentation to present a summary of my findings. This was chosen as a straightforward, easy to understand way of presenting the information. Just a verbal talk would not have been very engaging, and wouldn't have allowed me to show the graphs from my experiment.</p> <p>First, this included an overview of the background research on the area. The PowerPoint then summarised the laboratory research which I had conducted with S6 pupils, showing a small improvement among the group who studied the definitions according to the spacing method compared to the other group. I explained that although the difference was small, it might be greater in a less artificial context.</p> <p>Finally the presentation described two apps which are available to help revise — SuperMemo and Anki. I also described the reminder strategies which I had devised with help from Mrs Pigeon of the ICT department.</p> <p>I decided at quite a late stage that it would be useful to get feedback from the audience, so I prepared a very simple feedback sheet asking pupils to rate the presentation from 1-10 on interest and usefulness.</p>									



**Assessor's feedback to candidate**

Well done on a carefully prepared presentation, which will have been useful for the younger pupils. Your presentation was a bit hesitant at times, which is understandable — in future it would be useful to rehearse a presentation beforehand. The graphs were clear, although you could have spent slightly more time explaining them before moving the slides on. The section on ICT strategies was excellent — I wonder how many pupils will download the apps you describe.

**Candidate's signature****Date****Assessor's signature****Date**

## Social Sciences: Interdisciplinary Project

### Evaluation of project

<b>Candidate's name</b>	Amina Kundi								
<b>SCN</b>									
<b>Centre name</b>	McLeod Secondary School								
<b>Assessor's name</b>	Paulo McKone								
<b>Project title</b>	How can ICT be used to promote learning and memory by scheduling the spacing of revision sessions?								
<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>The aim of the project was to find out more about the 'spacing effect', and I discovered that learning is more successful when it takes place at carefully scheduled intervals. I also discovered several theories which explain why this might be the case. Selecting information was hard due to the volume of available research on the area, but this was carried out successfully. I feel that I gained a good insight into the psychology behind successful revision, which I then passed on to younger pupils in the presentation stage of my bacc.</p> <p>I identified earlier that I do not always evaluate the things I read, and meeting with Dr Ebbinghaus of Strathclyde University was helpful in that he showed me that some of the well-known research is dated and very artificial.</p> <p>I used knowledge of the spacing effect to design and run a simple lab experiment on the spacing effect. This used two groups of S6 — one of which studied definitions from sociology three times in gradually increasing time intervals (1 minute, 9 minutes and then 50 minutes) and the other studying them three times with the same interval (20 minutes, 20 minutes and then 20 minutes again). Both groups were then tested with a multiple-choice test.</p> <p>I ran a pilot study which showed that the test was a bit too easy and so I increased the number of definitions. The results showed that those who studied at increasing intervals remembered more definitions, with a mean of 14.1 compared to 12.4</p> <p>I researched the available apps for memorising information, and found two in particular which I included in my presentation. It was also very helpful to discuss options with the ICT department, as they showed me how to use internet calendars and reminders on smartphones to help with spacing of revision.</p> <p>The presentation was carried out as planned, and I can state that it was reasonably successful as most pupils rated it as useful and interesting. However, I expect that only some of them will have the common sense to use this helpful technique in their exam revision this year, and most will probably stick to repeatedly reading their textbooks, which is known by psychologists not to work.</p>									

The whole project was a challenge, but fortunately I got good guidance from the staff and invaluable help from Dr Ebbinghaus. My timeline helped me keep on track of the tasks to be done, although some were much more time-consuming than I expected — for example, writing the materials for the lab experiment.

I learned that while it is important to understand human memory, it is a useless endeavour unless the good ideas can be communicated to school pupils and people in the workplace to help them learn effectively.

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

It was very important throughout the project to communicate effectively with staff in the school, in particular Mrs Baddeley of the psychology department and Mrs Pigeon of the ICT department. I tried to be polite, but I am sure that I could have been better at things like answering e-mails on time.

I communicated with the Psychology Department at Strathclyde mainly by e-mail, because it was quick and easy. It might have been better to use the phone, but I suppose that researchers are rather too busy to make or take phone calls. When I met Dr Ebbinghaus he was very helpful, although I should have probably interrupted at one or two points when I didn't understand what he meant. This is useful experience for next year at university.

It was much harder to organise and run the lab experiment than I thought. I expected it to be easy as the participants were my fellow S6 pupils, but they were at times quite silly and unreliable. My communication was quite clear, however, and they were debriefed for ethical reasons.

The presentation was well received by the S5 on the whole. In retrospect, some of the theory was probably a bit hard for them to understand, but I think they were receptive to it as they are going to sit their exams quite soon. One or two reported that they did not find it interesting, but of course not everybody is interested in learning. Speaking to the whole of S5 made me very nervous, but I think I spoke clearly to the group. In future, it might be helpful to give a handout alongside the presentation.

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

If I'd had more time, I would have conducted a survey to find out about the study methods that pupils use. It would be useful to see how effective the methods used currently are.

The project included a small-scale experiment into the spacing effect. It was artificial in that it took place over only one hour, and it would be useful to do an experiment over weeks, just like real exam revision.

The project discovered that there are a very limited number of apps available. For someone with the necessary time and technical expertise, it would be useful to see if a simple app could be written and marketed to students.

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

## Social Sciences: Interdisciplinary Project

### Self-evaluation of generic and cognitive skills development

<b>Candidate's name</b>	Amina Kundi								
<b>SCN</b>									
<b>Centre name</b>	McLeod Secondary School								
<b>Assessor's name</b>	Paulo McKone								
<b>Project title</b>	How can ICT be used to promote learning and memory by scheduling the spacing of revision sessions?								

*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)?)*

I used my knowledge of memory to help me understand the research into the spacing effect. This and my other experience of social sciences helped me to understand the way that theories and research are structured, and my studies of research methods helped me to plan the lab experiment.

My understanding of business and marketing was useful in assessing the market for revision apps and making proposals for a future app. A limitation was that I was unable to establish how much it would cost to produce and market a new app, but it is clear that it would be useful and popular with school pupils.

#### **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.)*

A major part of this project was the initial background research into memory. I considered carefully how to access this information, and used a number of sources including articles, blogs and textbooks. I was given guidance from school staff as I went along, explaining to me how to access research using sites like Google Scholar rather than a basic Google search. I increasingly used the index of textbooks to help me find key information. At times my note-taking was not ideal, and I had to go back to look for references again, but I developed a strategy for taking a note of references and sources on the first page of a ring binder. My research skills have certainly developed.

The data I gathered was reliable, but I realise that the participants were limited to a small group of school pupils, and it may not be possible to generalise the conclusions to other learners.

The laboratory experiment was successful but I learned that it is difficult to manage a large group of peers and make them all stick to the task. I hope that at university level the participant groups will behave more sensibly, but it provided useful experience for me as a researcher in terms of giving clear instructions.

### **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.)*

The feedback of teachers was useful throughout the research process, as it allowed me to identify what was going well and what I had to improve. I also had to be sensitive to my fellow pupils, both in the lab experiment and when giving the presentation. I discussed research that I didn't understand with my psychology teacher, and discussed ICT options for revision with the ICT department in school. I discovered that it is important to listen, as these people have more experience than me and can give good advice.

Approaching university staff was a little intimidating, but I realised that I will need to do this in my future studies. It also required confidence to approach the head of S5 and arrange to speak to his year group at assembly. Overall I think I have significantly improved my ability to approach staff, to discuss problems and to listen to feedback.

### **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?)*

I was aware before the project that my time management is not always effective, so I produced a detailed timeline, and also set weekly targets. This was relatively easy to do, and although I missed one or two targets, it provided an overall picture which kept me on track for a February end point. The most difficult aspect was managing issues which were out of my hands, eg waiting for people to respond to my e-mails. I have certainly learned from this experience.

Another demand on my time was the volume of information on the subject. I realised that there is no limit to how long I could spend gathering information on the subject — the original deadlines I had set were helpful in forcing me to bring this process to an end.

One frustrating element is that some articles were very difficult to find online. Although the librarian was helpful when I was at school, I had to manage by myself most of the time as I did a lot of the research at home. For the most part, I overcame this obstacle by finding alternative sources on the same topic.

I realised that I had not allowed for evaluation of my presentation itself, and therefore put together a simple evaluation sheet quite late on in the process. This problem was tackled reasonably well, but in future it is essential to consider feedback earlier on.

### **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 background reading for this project was done independently, and although it was challenging, I enjoyed this much more than sitting in class taking notes. My teacher had advised me that I should complete this stage as early as possible, so I worked hard in the early part of first term to prepare a summary of the research on the area.

I was able to work independently to make an appointment with a university expert, and meet him for feedback on my proposed experiment. I also took the initiative to contact school staff on several occasions, including making an arrangement to give a talk to S5 pupils. It would have been simpler and less daunting to just give a talk to my form class, but I felt that talking to the whole of S5 would be more worthwhile.

### **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?)*

Finding out about the background research and using it to devise an experiment was a logical process, but also required creativity in that I had to find an appropriate design for the lab experiment.

My timeline provided a logical challenge, as certain elements — such as getting feedback on the background research — were best completed before running the lab experiment. Using a table helped me to appreciate the connections between different steps.

I had previously learned that an experiment can be useless if it is either too easy ('ceiling effect') or too hard ('floor effect') and for this reason I conducted a pilot study. This showed that the test was too easy, so the logical steps were either to reduce the task time or to increase the number of items. The latter option was chosen.

I confidently approached the problem of how to implement the psychological principles via ICT, and used a focused discussion with school staff in order to come up with some appropriate ideas. Part of creativity involves selecting among a group of possibilities, and I was able to choose the suggestions which were most suitable for the audience.

### **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?)*

In presenting the findings of my project, it was important to consider the limitations of my audience, as they were only in S5 and hadn't yet done their Highers. However, it was helpful that they were motivated to find out more about revision methods, and for that reason the material was very appropriate for the audience.

The presentation started with several slides explaining the theory of the 'spacing effect', and although this was already simplified, it would have been better to make this bit even shorter. Some of the terminology may also have been a bit too complicated, especially for pupils who have not studied any psychology. It would have been helpful to have a handout, and also to have a more hands-on part of the presentation, allowing them to try it out for themselves.

The information was presented in a logical order, with my own background research followed by my experimental results, and then suggestions for using ICT to improve revision. I think from the response of the audience and teachers that the presentation made sense and was reasonably easy to follow.

Overall, the presentation was an effective way of getting the main ideas across to a large number of pupils.

### **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 asked for feedback on my background reading from both my teacher and from the university lecturer who I contacted. This was useful — both were very positive, and I learned that background research is a skill that takes time to master. The most useful aspect of this stage of the project was the hands-on experience of finding research, and dealing with obstacles such as not being able to access some sites.

Conducting a lab experiment with student participants was a difficult task, and although I was concerned that the participants may not have taken it entirely seriously, I realise that this is a typical problem. In future the presentation of the instructions at the start could be improved, giving much more emphasis to how important the research was to my project and my education as a whole. If I study psychology next year at university, I will have a better idea of how to run an experiment.



My thinking skills were developed, as I needed to draw logical conclusions from theory and background research, and also analyse the results of my experiment. I began to appreciate how complicated research can be, as there are so many possible ways of running an experiment.

I also developed my presentation skills, and it was the first time I had given a talk to such a large audience (the audience was the whole of S5 at their morning assembly). I felt some anxiety about this, but focused on trying to speak clearly. If anything let me down it was that some aspects of the PowerPoint presentation could have been simpler/shorter, and I will be more aware of this in future.

*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 really pleased that I took an area of the study of memory which is not part of one of my courses, and used it to help younger pupils with their revision strategies. Hopefully their improved understanding of memory will help them not just in their studies but in their future careers as well.

If I was to do further research on this area in future, I would like to run short, practical sessions where pupils could try out the technique of spacing their revision, and perhaps follow up on their progress after they sit their exams. I think that this would be a more effective way to check that they are actually using the technique, whereas a presentation simply gives them the information but doesn't encourage them to use it.

**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 am pleased that I have begun to develop my research skills, but I realise that there is a long way to go before I have the kind of skills necessary for university-level research.

It will also be a challenge in future to work in a group (as most university researchers do, at least in psychology) because there would be a communication and organisation challenge to doing research as a team — with each person responsible for one part of the background reading, for example. I think I would enjoy doing research in a group, though — communication with school staff during my bacc has shown me that I work well when I put my head together with others and try to come up with ideas.

## Social Sciences: Interdisciplinary Project

### Assessor report

Candidate's name Amina Kundi

Candidate's number \_\_\_\_\_

Centre McLeod Secondary School

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>	
Clearly fulfils all criteria.	

<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>	
Clearly fulfils all criteria.	

<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>	
Showed considerable independence of thought and action during the running of this project.	

<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>	
Tackled a complex research area with impressive commitment.	

<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>	
Very insightful consideration of strengths and weaknesses, and how skills have been developed.	

The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrated a high degree of autonomy, initiative and effective information management across the 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>A</b>	<b>B</b>	<b>C</b>	<b>Unsuccessful</b>
<b>Additional comments/overview</b>				
<p>I believe that this quite clearly achieves 'A' standard in all the selected areas. The pupil has worked independently throughout, and shown a high level of commitment and motivation in tackling background reading and discussing it with school and university staff. She has considered contingencies with great care, and been meticulous in planning the key stages of the project. Despite her anxiety over presenting to an audience, she has arranged and delivered a very good presentation. Her conclusions were insightful, and will be of genuine practical use to other pupils. She has requested little support.</p>				

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal Verifier's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Project 2 — Example of Grade C

## Social Sciences: Interdisciplinary Project

### Proposal

<b>Candidate's name</b>	Gemma Young								
<b>SCN</b>									
<b>Centre name</b>	Newville Academy								
<b>Assessor's name</b>	Derek Kynaston								
<b>Project title</b>	How can ICT be used to promote learning and memory by scheduling the spacing of revision sessions.								
<p><b>Project outline</b> (<i>what it is you want to do and how will you go about it</i>)</p> <p>I will research the effect of timing on revision, to see what revision schedule works best to memorise information. I believe that the advance of smartphones means that there could be an app which would give students reminders about when to revise. I will present my findings to younger pupils. This will be of use in both education and the workplace.</p>									
<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> <p>I hope to study business, and memory is relevant in order for employees to retain instructions. I am also interested in how new technology such as apps are marketed, especially to younger people. The project will have direct relevance to this. I use computers and phones regularly, so I have a good understanding of the internet and apps.</p>									
<p><b>The broad contexts this project will cover are</b></p> <p> <input checked="" type="checkbox"/> Citizenship                      <input checked="" type="checkbox"/> Enterprise                      <input checked="" type="checkbox"/> Employability  <input type="checkbox"/> Economic development    <input type="checkbox"/> Sustainable development         </p>									
<p><b>Learning environments I will access are</b></p> <p>I plan to contact the Department of Psychology at the University of Strathclyde to obtain information on human memory. I will also carry out research using the internet. I will run a survey online to find out about pupils' revision methods, and conduct a lab experiment with the support of teaching staff. I will search for smartphone apps online.</p>									
<p><b>How I will use my knowledge of Social Sciences</b></p> <p>My studies of memory as part of Higher Psychology will be useful preparation. My knowledge of business will be useful in spotting the market of a revision app. My understanding of computer studies from Standard Grade will help me to understand apps and how to search on app stores on the internet.</p>									

**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 reasonably good at the application of subject knowledge and understanding. The application of psychology (memory) to learning is part of this project, so I should be able to improve my skills in this area.
- ◆ **Research skills — analysis and evaluation**  
I feel that my research skills are good. I know how to use the internet and search in the index and contents page of a book. I will ask the school library and psychology department staff to help me find suitable books and websites.
- ◆ **Interpersonal skills — negotiation and collaboration**  
I think I am good at developing relationships and talking with others of my own age, and I will develop my ability to organise a group when I conduct the lab experiment.
- ◆ **Planning — time, resource and information management**  
I am generally quite realistic about timescales, but I sometimes forget to do important tasks, so I will write a timeline with help from my teacher.
- ◆ **Independent learning — autonomy and challenge in own learning**  
I can work independently, and I enjoy looking through psychology textbooks quietly by myself. Independent learning is something that will be useful to develop for university and for my future career in business.
- ◆ **Problem solving — critical thinking, logical and creative approaches**  
I believe my project is largely logical rather than creative, in that I will follow a logical process of doing a research experiment and then reaching a conclusion. I will critically look at the results of the experiment.
- ◆ **Presentation skills**  
As part of the project, I will present my findings to pupils in the year below me at school, in the hope that a better understanding of memory will help them in their exams. I will use a PowerPoint incorporating a short film.
- ◆ **Self-evaluation — recognition of own skills development and future areas for development**  
I sometimes find it hard to concentrate on long research articles, so I will look to school staff to help me find short articles or summarise them for me. I am good at working with others, but I will need to be even better at this when I pursue my future career in business, so running an experiment and giving a talk will be helpful practice. To help with my self-evaluation I hope for feedback from my school teachers.



### Assessor's feedback to candidate

This is a big improvement on your first attempt at the proposal — it is logical, and clearly has a practical application. It is a good idea to run a memory experiment, though I am concerned that conducting both a survey and a lab experiment may be too time-consuming and could provide so much information that it becomes difficult for you to present it succinctly in a PowerPoint. It would be best to focus on one or the other. I also think that creating a film based on your findings is too ambitious, and you should run a simple slideshow.

You have thought well about how you can draw on your different subjects and the project combines your interest in psychology with business and ICT. Perhaps you could take this further, by analysing how an app could be suitably marketed and distributed to pupils around the country and beyond?

It is a good idea to get in touch with the Psychology Department at Strathclyde — keep your e-mail short and polite, and don't expect an immediate response.

Your analysis of the skills involved focuses mainly on your strengths, and I think you need to be realistic about the level of your research skills, for example — you are new to this and it may be difficult at times. However, you seem to understand what is expected and what you may gain through the project. Time management will be a big issue and you will need to consider how to organise yourself to meet the deadlines.

As we have discussed, it will be important for you to conduct your background research soon, and not to let this process drag on.

Well done on an interesting project proposal.

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

## Social Sciences: Interdisciplinary Project

### Plan

<b>Candidate's name</b>	Gemma Young								
<b>SCN</b>									
<b>Centre name</b>	Newville Academy								
<b>Assessor's name</b>	Derek Kynaston								
<b>Project title</b>	How can ICT be used to promote learning and memory by scheduling the spacing of revision sessions.								
<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><b>September</b>            Conduct background research            E-mail university psychology department            Search for revision apps</p> <p><b>October</b>            Prepare materials for the lab experiment            Meet with the university academics</p> <p><b>November</b>            Start work on the slideshow presentation            Think about what other ways apps/computers could be used for revision</p> <p><b>December</b>            Run the experiment and analyse the data            Finalise the PowerPoint</p> <p><b>January</b>            (nothing — prelim time)</p> <p><b>February</b>            Give presentation to other pupils            Evaluate the project</p>									

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

I will use textbooks and research websites, with guidance from teachers/librarians about the most suitable ones to use. I will contact a local university by e-mail, and arrange an appointment so that an expert in the area can explain more about how schedules might help our memory. I will conduct an experiment into memory to test this out, and investigate apps which can be used to organise learning. Then I will present findings to other pupils — perhaps to my year or the year below at assembly.

After advice from teachers, I have decided that doing a survey of learning strategies is not really necessary and would be too time-consuming.

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

My main resources will be the reading materials that I use for background research. I will also rely on fellow pupils to take part in my experiment. I will use the internet in school to find background research. I will use a laptop to prepare a presentation.

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

I will use the following research methods:

- ◆ books and websites
- ◆ teachers and lecturers
- ◆ lab experiment

**Presentation**

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

The main people to benefit will be my fellow pupils, who can use the knowledge from my project to do better in their Higher exams.

◆ **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 purely verbal presentation may be boring for school pupils, so I will use PowerPoint, which will include a short film.

**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*)

Ideally I will discuss the theories with my teachers and with university staff before I run the lab experiment. The experiment needs to be conducted before I can do the presentation, because I'm going to make graphs of the findings for the presentation.

<b>Contingencies</b>			
<p><b>Any anticipated problems</b></p> <p>The background research may be complicated and hard to understand.</p> <p>The university contact may not reply to my e-mail.</p> <p>The experiment doesn't show what I expect it to show.</p> <p>Unable to find a suitable time to give the presentation to S5 at assembly.</p>	<p><b>My plans for overcoming the anticipated problems</b></p> <p>Ask for summaries from my teacher/the librarian.</p> <p>E-mail again, phone, or go to the department to find them.</p> <p>Don't spend much time talking about this in the presentation.</p> <p>Give the talk after school, even if it means that only a small number will turn up.</p>		
<p><b>Method for recording my skills development and future areas for improvement</b></p> <p>I will use the progress log from the bacc support pack. I will keep a detailed log to record my progress during the project, recording my progress and ideas.</p>			
<p><b>Assessor's feedback to candidate</b></p> <p>Your plan is coherent, and elaborates on your proposal in a logical way. It is a good idea to focus on the lab research rather than a survey, but you seem to still want to make a video as well as a PowerPoint — stick to one or the other.</p> <p>Your resources are clear, but could be more detailed, and the dependencies don't cover all major aspects of the project — perhaps you could go back to the timeline and elaborate on it in places. I also think you should return to your earlier idea of identifying weekly targets, especially as you have previously identified time-management as being a problem area for you.</p> <p>Rather than expect summaries of research from school staff, it would be good to see you use your initiative to identify appropriate background research — some articles are easier to understand than others, so be persistent!</p> <p>The idea for the lab experiment makes sense, though you have not given much thought about how to run it. Consider how to eliminate confounding variables, how to select your sample of participants, and what data analysis techniques and graphs you will use. From an ethical point of view, you should write a standardised brief and debrief.</p> <p>With some more thought on some details you should be able to successfully complete the planned project.</p>			
<b>Plan approved</b>	YES	<b>Further work required</b>	
<b>Candidate's signature</b>		<b>Date</b>	
<b>Assessor's signature</b>		<b>Date</b>	

## Social Sciences: Interdisciplinary Project

### Presentation of Project Findings/Product

<b>Candidate's name</b>	Gemma Young									
<b>SCN</b>										
<b>Centre name</b>	Newville Academy									
<b>Assessor's name</b>	Derek Kynaston									
<b>Project title</b>	How can ICT be used to promote learning and memory by scheduling the spacing of revision sessions.									
<p><b>How I presented my project findings</b> <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 had hoped to give my presentation to S5 pupils, but because the head of year didn't reply to my e-mail in time, I ended up giving the presentation to one of my school classes instead. This class included a mixture of S5 and S6 pupils, and was a good choice because all of them are just about to do their exams.</p> <p>I used a PowerPoint presentation to present a summary of my findings. This was chosen as a straightforward, easy to understand way of presenting the information. A video would have been too time-consuming to produce. I was able to use the graphs from my experiment, making the PowerPoint quite visual.</p> <p>The presentation described an app called SuperMemo which I had researched.</p>										
<p><b>Assessor's feedback to candidate</b></p> <p>Well done on a carefully prepared presentation, which will have been useful for your classmates. Your explanations were a bit hesitant at times, which is understandable — in future it would be useful to rehearse a presentation beforehand.</p> <p>It is a bit disappointing that you didn't show more independence in trying to arrange a talk to S5 — hopefully you have learned from this experience, and realise that one e-mail may not be enough, and that you should pursue the options more actively, and in a reasonable timescale.</p> <p>The section on ICT strategies was interesting — I wonder how many pupils will download the app you describe. I think it should have gone into a broader range of options, though.</p>										
<b>Candidate's signature</b>								<b>Date</b>		
<b>Assessor's signature</b>								<b>Date</b>		

## Social Sciences: Interdisciplinary Project

### Evaluation of project

<b>Candidate's name</b>	Gemma Young								
<b>SCN</b>									
<b>Centre name</b>	Newville Academy								
<b>Assessor's name</b>	Derek Kynaston								
<b>Project title</b>	How can ICT be used to promote learning and memory by scheduling the spacing of revision sessions?								
<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>The aim of the project was to find out more about how to schedule revision, and I discovered that learning is more successful when it takes place at increasing intervals (eg 1 hour, then 1 day, then 1 week, etc). Selecting information was hard due to the volume of available research on the area, and I feel that my librarian and teacher should have done more to simplify it for me.</p> <p>I e-mailed Dr Ebbinghaus of Strathclyde University. It would have been good if he had got back to me sooner, but my teacher suggested sending a second, slightly clearer e-mail. This time he got back to me with one or two suggestions. It was great to hear from an academic who is an expert on the area.</p> <p>The lab experiment was a little bit disorganised due to the participants being quite immature, but the results supported the hypothesis — they showed that those who studied using ‘the spacing effect’ remembered more definitions, with an average of 14.1 compared to 12.4 items.</p> <p>I researched the available apps for memorising information, and found one which seemed to be useful and was also free. I described this in my presentation, which I think will have been helpful for young learners.</p> <p>The presentation was carried out as planned, and I can state that it was reasonably successful, although I had planned to speak to a larger group which would have been better. I hope that some will download and use the app, though most will probably stick to repeatedly reading their textbooks, which is known by psychologists not to work.</p>									

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

It was very important throughout the project to communicate effectively with staff in the school, in particular Mrs Baddeley of the psychology department. I tried to be polite. I also had to send several e-mails. These were well-written, but I realise now that I should have been more on top of sending e-mails soon enough to get a response.

Speaking to my class made me nervous, but I think I spoke clearly. In future, it might be helpful to give a handout alongside the presentation.

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

If I'd had more time, I would have conducted a survey to find out about the study methods that pupils use. I would also have made the presentation more exciting by making a short film.

The project discovered that there are a very limited number of apps available. For someone with the necessary time and technical expertise, it would be useful to write a new study app.

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

## Social Sciences: Interdisciplinary Project

### Self-evaluation of generic and cognitive skills development

<b>Candidate's name</b>	Gemma Young								
<b>SCN</b>									
<b>Centre name</b>	Newville Academy								
<b>Assessor's name</b>	Derek Kynaston								
<b>Project title</b>	How can ICT be used to promote learning and memory by scheduling the spacing of revision sessions?								

*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)?)*

I used my knowledge of memory to help me understand the research into the spacing effect, and my understanding of business and marketing was useful in realising that there is a demand for a revision app among school pupils.

#### **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.)*

A major part of this project was the reading I did into memory. I used a number of sources including blogs and textbooks. I was given guidance from school staff as I went along. At times my note-taking was not ideal, as I found that I often lost the references to research and had to find the same sources again, but I have learned from this experience. The data I gathered was reliable, but I realise that the participants were limited to a small group of school pupils.



**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.)*

The feedback of teachers was useful as it allowed me to identify what was going well and what mistakes I was making. I discussed research that I didn't understand with my psychology teacher, and frequently asked for things to be explained to me. This strategy will be useful in the future.

It required confidence to speak in front of a group of fellow pupils, and the experience has helped to improve my presentation skills.

**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?)*

I was aware before the project that my time management is not always effective, and I found it hard to meet all of my monthly targets at the same time as doing UCAS, exams, etc. It was also a bit frustrating when waiting for people to respond to my e-mails. I have certainly learned from this experience.

I initially wanted to speak to the university department in person, but when I realised that I was going to struggle to fit in a meeting, I decided that they could give me advice by e-mail instead.

**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 background reading for this project was done independently. My teacher had advised me that I should complete this stage as early as possible, so I worked hard to prepare summaries of research.

I was also able to work independently by communicating by e-mail, and I gave the presentation by myself. It was a challenging task, but I think it was worthwhile for the class to listen to.

**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?)*

Finding out about the background research and planning an experiment used a logical approach. Making the materials for the experiment was quite creative, and I decided to use definitions to test people's memory.

The logical extension of the spacing effect is to use your phone or computer to space out your revision, so I investigated and found an app which can help with doing that.

### **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?)*

In presenting the findings of my project, it was important to remember that my audience were school pupils and not able to fully understand every aspect of my research. Some of them were only in S5, as well. However, it was helpful that they were motivated to find out more about revision methods, and for that reason the material was very appropriate for the audience.

The information was presented in a logical order, with my own research followed by a suggestion for using ICT to improve revision. I spoke clearly and explained my conclusions.

### **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 asked for feedback on my background reading from my teacher, who pointed out some good ideas and helped me deal with obstacles such as not being able to understand some of the research.

Conducting a lab experiment with pupils was a difficult task, and I was concerned that some people may not have taken it entirely seriously. In future the presentation of the instructions at the start could be improved, giving much more emphasis to how important the research was to my project and my education as a whole.

My thinking skills were developed, as I needed to draw logical conclusions from theory and background research, and also analyse the results of my experiment.

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

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

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

## Social Sciences: Interdisciplinary Project

Assessor report

Candidate's name Gemma Young

Candidate's number \_\_\_\_\_

Centre Newville Academy

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>	
The proposal is essentially coherent.	

<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>	
Carefully planned, but analysis of contingencies was basic.	

<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>	
Managed independently for the most part. You have clearly developed a deeper understanding of human memory.	

<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>	
Planning and evaluation was basic, but presentation well delivered.	

<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>	
Some good points were made.	

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>A</b>	<b>B</b>	<b>C</b>	<b>Unsuccessful</b>
<b>Additional comments/overview</b>				
<p>I believe that this project achieves 'C' standard overall. The pupil has worked independently for the most part, and planned an essentially logical and useful project. She struggled with the background reading, relying very heavily on staff. She didn't make particularly good use of the resources available to her — her communication, including e-mails to university staff, was disorganised and unclear. She did manage to run a worthwhile lab experiment on her own, and delivered a good presentation. The investigation of ICT solutions to revision could have shown considerably more depth and analysis, with better links to business/marketing as she originally planned. Her conclusions were good, and may be of genuine practical use to other pupils. She has made an attempt at evaluating her skills, but this could have been more detailed.</p>				

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal Verifier's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## **Section 10**

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

## Templates for candidates and assessors

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

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

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



## Project requirements — Information for candidates and assessors

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

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

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

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

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

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

## Group projects

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

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

# Social Sciences: Interdisciplinary Project

## Proposal

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

**Assessor's feedback to candidate**

<b>Assessor's feedback to candidate</b>			
<b>Proposal approved</b>		<b>Further work required</b>	
<b>Candidate's signature</b>			<b>Date</b>
<b>Assessor's signature</b>			<b>Date</b>

# Social Sciences: Interdisciplinary Project

## Plan

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

**Presentation**

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

**Dependencies** (*what is required for your project to go ahead, ie reliance on other people or resources, steps in plan that must be completed before starting the next step*)

**Contingencies**

**Any anticipated problems**

**My plans for overcoming the anticipated problems**

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

**Assessor's feedback to candidate**

**Plan approved**

**Further work required**

**Candidate's signature**

**Date**

**Assessor's signature**

**Date**

## Social Sciences: Interdisciplinary Project

### Progress log

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

## Social Sciences: Interdisciplinary Project

**Record of interim review to be completed by candidate and teacher/lecturer**  
 (This should not be submitted to SQA but is a very valuable opportunity for you to discuss progress with your teacher/lecturer.)

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



## Social Sciences: Interdisciplinary Project

### Presentation of project findings/product

<b>Candidate's name</b>									
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor's name</b>									
<b>Project title</b>									
<b>How I presented my project findings</b> ( <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> )									
<b>Assessor's feedback to candidate</b>									
<b>Candidate's signature</b>						<b>Date</b>			
<b>Assessor's signature</b>						<b>Date</b>			

## Social Sciences: Interdisciplinary Project

### Evaluation of project

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

## Social Sciences: Interdisciplinary Project

### Self-evaluation of generic and cognitive skills development

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

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

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

*(Think about practical uses for the 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)?)*

#### **Research skills — analysis and evaluation**

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

#### **Interpersonal skills — negotiate and collaborate**

*(Think about how you considered other peoples' views/feedback, discussed issues of concern, reached a solution where needed, adjusted your approach in response to a situation/environment, showed positive self belief and had the confidence to offer and ask for support.)*

**Planning — time, resource and information management**

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

**Independent learning — autonomy and challenge in own learning**

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

**Problem solving — creative approaches; critical thinking; logical approaches**

*(Think about your problem solving skills. How did you generate and explore ideas, use logical and creative approaches, analyse source materials in order to support findings, reflect on problems and possible contributory factors and think critically about possible actions/changes?)*

**Presentation skills**

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

**Self-evaluation — recognition of own skills development and future areas for development**

*(Think about how you have developed throughout your project. How did you deal with feedback, praise, setbacks and criticism and their impact on your own development of knowledge, skills and understanding? To what extent did you ask for feedback, learn from experiences and how will you use these to inform future progress?)*

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

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

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

## Social Sciences: Interdisciplinary Project

Assessor report

Candidate's name \_\_\_\_\_

Candidate's 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>	

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

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

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

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



The overall grade will be:

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

Overall grade awarded	A	B	C	Unsuccessful
<b>Additional comments/overview</b>				

**Assessor's signature** \_\_\_\_\_

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

**Internal Verifier's signature** \_\_\_\_\_

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

## **Section 11**

### **Assessment tools**

## **Assessment tools**

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

### **Summary checklist**

For recording candidate progress throughout the Interdisciplinary Project.

### **Class checklist**

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

## Social Sciences: Interdisciplinary Project

### Summary checklist

Candidate's name \_\_\_\_\_

Candidate's number \_\_\_\_\_

Centre \_\_\_\_\_

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

Assessor's signature \_\_\_\_\_ Date \_\_\_\_\_

# Social Sciences: Interdisciplinary Project

## Class assessment checklist

Class \_\_\_\_\_

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

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