

## Expressive Arts: Interdisciplinary Project

### Proposal

<b>Candidate name</b>									
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>	To what extent does the Scottish Media represent Scotland and Scottishness in the current politics of Independence?								
<b>Project outline</b> ( <i>what it is you want to do and how will you go about it</i> )  I plan to look at how the image of Scotland and being Scottish is portayed in the Media by both the Print and Broadcast media. I will do this by analysing the images of Scotland in both National (Scotland) and UK media. I will do this through textual analysis.									
<b>Reasons for choosing this project</b> ( <i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i> )  At school I have enjoyed doing both Modern and Media Studies and hope to do Media and Politics at university next year. I would like to work in the media as a career.									
<b>The broad contexts this project will cover are</b>  <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">✓ Citizenship</div> <div style="width: 33%;">✓ Enterprise</div> <div style="width: 33%;">✓ Employability</div> <div style="width: 33%;">✓ Economic development</div> <div style="width: 33%;"><input type="checkbox"/> Sustainable development</div> </div>									
<b>Learning environments I will access are</b>  Research BBC programmes by viewing current affairs broadcasting on TV/Radio in a given time period. Contact Stirling University Media department for specialist information. Survey satellite TV current affairs and news programmes to analyse Scottish content. Involve teachers from the Media and Modern Studies Departments to help with specialist content. Set up interviews with local journalists and the major news broadcasters through their PR departments. Seek help from the Scottish Parliament Media department. Public opinion survey.									
<b>How I will use my knowledge of expressive arts</b> My knowledge of Media Studies is most important in this Expressive Arts IP. The representation of Scots and Scotland, is changing and these images in the popular media are important to me and to all of us who live in Scotland. Expressive Arts									

learning through Media Studies will allow me and other young people to take decisions which will affect our futures.

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

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

- *application of subject knowledge and understanding*  
From both Media and Modern Studies e.g. the application of the Key Aspect of Representation and how making of media products in Scotland affects Scottish politics
- *research skills – analysis and evaluation*  
(a) the evaluation of media products already used at Int2 and Higher will be applied through textual analysis to more complicated sources. This will require proper scheduling and detailed planning. (b) In both Media and Modern Studies I will use books, magazines, newspapers, TV broadcasts, the internet and surveys to find evidence. I plan to use personal interviews with individual journalists, political correspondents and politicians.  
(c) Applying skills in data handling and the analysis of sources learned in Modern Studies will improve my skills.
- *interpersonal skills – negotiation and collaboration*  
My interpersonal skills have been based on course work undertaken in school. In my IP I will be writing to and speaking with professional media people, politicians and the general public. This will make me work on these skills to get the best results.
- *planning: time, resource and information management*  
(a) Major projects like this mean that I must be well organised and have a precise plan. I know from my media production that problems can arise from poor planning. This has to be a major issue for me.  
(b) Meeting deadlines is essential in Media work, so I must plan well and work out what each stage needs to make my IP successful because I want to go on and work in the media.  
(c) I need to manage my time carefully by using weekly targets to stay on track.
- *independent learning – autonomy and challenge in own learning*  
(a) This project means that I have to manage my own learning. Although I will get help from my teachers, classmates and family I know that any success will depend on my commitment.  
(b) I will have to develop management skills which will let me work at my personal skills at the same time as being creative.
- *problem solving – critical thinking: logical and creative approaches*  
(a) Critical thinking is most important. I have worked in my Highers at analysing complex sources and drawing balanced conclusions from evidence. I have also done work on detecting bias and exaggeration.  
(b) I know that problems will arise and that not all of my planning will work out

but I am fairly confident that the skills that I have developed in media production will let me find solutions.

(c) The project involves both media and politics which will allow me to present my findings in a creative fashion using multi-media options using DVD format.

- *presentation skills*

As a media based IP I will present this as a short documentary in using standard conventions. A lot of my findings will be presented visually. My media production skills would let me do this but I would have to clear copyright first. I would link the sections with a voice over. To back up the DVD, I will create a Powerpoint presentation to support my findings. Either method will use the technical skills that I have learned in previous courses. The narration either on disc or direct to an audience will improve my skill in public speaking as well as my confidence. The target audience will be local MSPs and councillors and the 6<sup>th</sup> year at my school.

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

(a) Evaluation is part of Media Studies Production so I am used to reflecting on my work. I know that improvements need to be made from work that I have done before so there will be things in this IP that I will want to change. This reflection needed in all media industries. Working with media professionals will improve my technical and creative skills.

(b) I know that I am going to get a large amount of data to process and this will need me to make sure that I stick to the work schedule that I set out in my plan.

### Assessor feedback to candidate

The topic you have chosen is both topical and challenging. Your objectives are appropriate but may need more development to be successfully achieved. The content covers both Media and political content and is clearly in the media studies domain. This will allow serious creative content to be developed within the challenging format of moving image and move your skills in this area to the next level.

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

You have thought about the skills that you already have and now you need to think about how you will develop them.

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

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

## Expressive Arts: Interdisciplinary Project

### Plan

<b>Candidate name</b>									
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>	To what extent does the Scottish Media represent Scotland and Scottishness in the current politics of Independence?								
<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>(a) Initial research and planning in consultation with school.</p> <ul style="list-style-type: none"> <li>• Start June to send contact letters to media companies and politicians.</li> <li>• Contact Scottish parliament</li> <li>• Contact local MSP for access and interview.</li> <li>• Contact First Minister's Office for Scottish Government position on representation.</li> <li>• By October contact and visit Stirling University Media faculty.</li> <li>• Prepare interview questions.</li> <li>• Major research work completed by end January.</li> <li>• Results worked on and completed by end January.</li> <li>• DVD production work begins.</li> <li>• Graphics prepared and stored.</li> <li>• Interviews edited. Voice over prepared.</li> <li>• Final DVD and Powerpoint showcased in themed media week in school.</li> <li>• Copies sent to participating MSPs and Media organisations.</li> <li>• Evaluation mid-March.</li> </ul> <p>(b) Preparation and basic research</p> <ul style="list-style-type: none"> <li>• Told by my assessor that I must have my basic research completed as early as possible to allow for time to prepare edit and produce DVD. My school timetable begins at the start of June so that I can contact MSP's before the summer holiday.</li> </ul> <p>(c) Preparation of the DVD will take some time but I can start thinking about the</p>									

Sound track using "Garageband" or writing for permission to use copyright.

Finalisation of the script and DVD assembly must be finished by the end of February to allow time for exhibition and distribution. As my school runs a Media Themed week in February this would be a good time to present this to pupils and parents along with invited guests like local MSPs, area education officers, the inspectorate and those members of the media who helped out.

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

- (a) Define the main technical terms that I will use so that this is clear.
- (b) Draft contact letters/e-mails to MSPs, Scottish parliament Media Office and the media organisations that I have targeted.
- (c) Access material through the internet and library resources. Prepare questions for media professionals and politicians and draft survey for general public.
- (d) Meet with media professionals and politicians either face to face or by e-mail or electronic conferencing. Record interviews.
- (e) Collect evidence from both Scottish and non-Scottish sources at designated times and begin textual analysis.
- (f) Prepare shooting script, organise graphics, think about voice over, on-screen titles and soundtrack music. Assemble DVD and showcase at media event. Send copies to participants with evaluation questionnaire.
- (g) Submit both evaluation and project to Assessor for marking by end February.

The first stage of my project is based around the research needed and getting the media professionals and politicians on board while I have time before the end of term and the politicians are preparing for the summer recess. I have to identify an event that will hit the newsstands with some major impact. This could be the announcement of the legislative programme of the Scottish Government in August so I need to buy or collect evidence at this time and follow this with interviews with Media professionals and politicians. Use of recordings from local and national news and current affairs programmes will be recorded as well.

The findings from this will then be tested through a public opinion survey.

The results, interviews and film clips can then be edited. DVD then checked for institutional issues e.g. copyright. Copies sent to participants along with evaluation survey.

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

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

Resources involve specialists in the media and politics giving of their time and specialist knowledge.

The general public are also important for their views will mediate the representations I am looking at.

Technology required: DV camera, tripod, edit computer and basic lighting for the video. A desktop or laptop to produce surveys, scripts, etc.

Box of DVDs copying and edit software.

School, university and National libraries for research.

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

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

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

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

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

The second part of the project involves DVD production skills. This will involve solving copyright and other legal issues, which may need help from Media department staff. The use of their equipment is also essential.

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

Contact by letter with the First Ministers office will also be used.

**Presentation**

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

The main target audience for my product are young people in Scotland and those who are interested in politics, who are interested in the image of Scots in the current political debate about the referendum on Scottish independence. The politicians and pupils in my age group who may well be affected by the politics and how people view us as Scots.

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

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

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

A DVD would be my first choice of presentation. It could be supported by a handout or a powerpoint.

The DVD format has the advantage of delivering primary sources direct to the audience often in an appropriate setting e.g. a committee room at the Scottish Parliament or a newsroom at a major newspaper. A voice over or narration will allow for continuity. This will also enable me to provide an analysis of the way the media image of Scotland is being shaped.

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

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

Background knowledge can be got from library or internet research.

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

### Contingencies

#### Any anticipated problems

Not all media organisations will respond to letter contact.

Slippage in production schedule.

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

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

Find more time to meet production deadlines. Seek help from classmates and staff.

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

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

In addition I intend to use the electronic template provided by SQA and will store on a data stick. Initially I will seek feedback from my teacher.

I also intend to use the Scotbac progress pack to evaluate progress and achievement. From each of these records I will be able to reflect on the skills I have used and how effective these have been in completing my project.

### Assessor feedback to candidate

The planning of your project is not detailed enough and you are not precise enough about the pace of your media production in relation to meeting its key deadlines. The process for your research for the delivery of a creative project shows that you have some idea that the thoroughness of your planning has to integrate with the high production values that you plan to include in your media text. But it is not there yet. You need to cut back on the breadth of your topic focussing on perhaps only one media format otherwise you will be overwhelmed by the amount of data you must process.

I hope that you will take the advice given and concentrate on one medium. This will make your work more focussed which in turn will be reflected in your detailed plan. You are aware of the importance of scheduling and have proposed some strategies to deal

with any potential slippage. These must be in place to ensure the success of an interesting and complex project.			
<b>Plan approved</b>		<b>Further work required</b>	
<b>Candidate signature</b>	<b>Date</b>		
<b>Assessor signature</b>	<b>Date</b>		



# Expressive Arts: Interdisciplinary Project

## Presentation of Project Findings/Product

<b>Candidate name</b>	
<b>SCN</b>	
<b>Centre name</b>	
<b>Assessor name</b>	
<b>Project title</b>	To what extent does the Scottish Media represent Scotland and Scottishness in the current politics of Independence?

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

I presented my project in the form of a DVD at the showcase event held as part of the themed media week held in school. The showcase gives pupils a chance to show their work to the pupils in the school and to invited parents, members of the school board and members of the education committee and education department officials. Six presentation areas were set up in the assembly hall with mine being in one corner. The DVD was screened with sound and ran on a loop. I put up wall boards with still photographs showing different stages of the work – some pictures of my interviews at the Scottish Parliament, some from the news room of the Dunfermline Press and some of me interviewing a freelance journalist. Others showed pictures of the assembly of the video. I was able to speak to other pupils, parents, staff and officials to explain any questions that they had. I sent copies of the video to those who helped. Evaluation sheets were available in the hall for the audience there.

### Assessor feedback to candidate

The presentation of your findings went well mainly due to your technical skills. The construction of a DVD using a variety of media techniques accurately allowed you to present your findings and conclusions in a creative form. The use of this format shows a deepening of your understanding of the skills, subject knowledge and effectiveness of contemporary digital media and how to appeal to audiences. Your knowledge of politics revealed a connection between the two disciplines but was not as reasoned and developed as your media talents.

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

## Expressive Arts: Interdisciplinary Project

### Evaluation of project

<b>Candidate name</b>									
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<b>Project title</b>	To what extent does the Scottish Media represent Scotland and Scottishness in the current politics of Independence?								
<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 that my project has achieved its aims. It was completed on time, but only just, and was exhibited at the showcase where it did get a fair number of positive comments.</p> <p>Time-keeping was always going to be the critical factor. Some deadlines slipped but that was down to me not keeping on top of my work. I had built in some “extra” time but even then the DVD was not finished until the day before presentation. Getting interviews went well thanks to the media and political professionals who agreed to help me. I was able to do a series of interviews on the same day at the Scottish parliament where the MSPs from my area were very helpful. Local journalists were the most helpful both with their time and sharing their experiences. However with the help of the Scottish parliament media department, the university lecturers and library and the staff at school I was able to get all the data I needed to make my report.</p> <p>As my assessor indicated, my initial ideas were too vague and broadly based. I eventually realised this and cut back. But this had an effect on the quality of my research.</p> <p>Slippage also occurred in the actual production process of the DVD. Technical problems arose over sound quality and loss of footage because tapes were not referenced properly. I was late sending out my evaluation sheet to the professionals. However, this was saved by the responses of parents and staff at the school showcase.</p> <p>Overall the response to the final version of the DVD was positive. Parents thought that this was a good way to present work prior to university. Other pupils thought that this IP was an attractive option that they might like to do in 6<sup>th</sup> year.</p>									
<p><b>How effective were my communication methods throughout the project?</b></p> <p>I had to communicate by letter and e-mail with many professionals and their staff. I realised that these letters had to be in a formal style and I was helped greatly with advice from my teachers and the admin staff at school. I was advised by my teachers to be well prepared with questions, go properly dressed for a formal interview and have the camera equipment ready to work before I left home.</p>									

The interviews went well. The professionals gave clear responses to my questions and to the many follow ups that these invited.

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

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

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

Using my media technology skills on an almost daily basis improved my work and my speed of work. Camera work has always been a strong point for me and I can follow a shooting script. Working with media professionals let me see what might be possible for me to do in the future and showed that I already had some of the skills to get me a start.

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

The next step could be to find out the views of young people by creating a political blog or other social media for them dedicated to the Independence agenda. This could be set up across Scotland’s high schools to stimulate interest in politics among young people who seem to be uninterested in our current politics or politicians.

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

## Expressive Arts: Interdisciplinary Project

### Self evaluation of generic and cognitive skills development

<b>Candidate name</b>										
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<b>Project title</b>	To what extent does the Scottish Media represent Scotland and Scottishness in the current politics of Independence?									

*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.*

<p><b>Application of subject knowledge and understanding</b></p> <p><i>(Think about practical uses for the expressive arts you have learned. How did you use your knowledge of expressive arts effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)</i></p> <p>My knowledge of media production and the key aspects of Media – Representations, Narrative structures and codes and Institutions and their constraints, allowed me to make the DVD. My use of modern studies skills in the analysis of data in a political and social context helped me to present an unbiased view.</p>
<p><b>Research skills – analysis and evaluation</b></p> <p><i>(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)</i></p> <p>I began with a skills and technology audit based on my previous production work in Media Studies. I was confident that I had the technical skills to make my presentation. I was unsure about analysing the data. I started off with a view that I could research all of the forms of media in Scotland. This was unrealistic as was pointed out to me. It took some time to sink in. My main success was the interviews with the professionals. I was well prepared because I did background research on the people I planned to interview and their companies. I sent pre-prepared questions to my interviewees before I met with them to save them time. I was also able to ask follow up questions at interview. This was a big plus for my interpersonal skills and it also gave me really good</p>

information that I had not originally thought about. Information from surveys was useful but the sheer volume of it caused me time problems.

### **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.)*

Contacting the professionals was a test of my communication skills but being professionals the politicians and reporters gave me a lot of encouragement and advice as did my assessor in school.

Classmates helped out by giving out and collecting in my surveys. I got key information from the University media department on how to conduct media research and interpret it. This helped me focus in on specific issues. The school media department had prepared me for production work over the years so that I knew I could not film without spare batteries, extra film, tripods etc. For the IP they treated me as a small media company and tried to make me develop employability skills in as professional way as possible. This meant I had to check legal issues, health and safety, copyright, get written permissions, negotiate time out of school, organise transport, look after the equipment and work to agreed deadlines.

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

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

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

### **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 IP is all about independent learning. I wanted to do this for my benefit and to show that I can make decisions and take responsibility for them. I made mistakes but I got support from staff and other pupils that gave me the determination to see it through. I was given advice and applied it. I think it will stand me in good stead for the next step in my learning. I had to show skills in getting information from busy professionals who did not know me. I had to analyse that information and edit it with enough production values to satisfy the expectations of my invited audience.

I had to learn employability skills – working with people – working alone – developing ideas – and satisfying Health and Safety requirements.

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

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

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

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

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

**Presentation skills**

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

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

I was asked to present my DVD to the school during Themed Media Week. A range of projects involving the whole school is presented either as classwork in developing Literacy through media. I was given an exhibition slot at the presentation day for parents, regional officials, the inspectorate and staff and pupils.

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

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

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

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

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

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

**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)*

## Expressive Arts: Interdisciplinary Project

### Assessor Report

Candidate name \_\_\_\_\_

Candidate number \_\_\_\_\_

Centre \_\_\_\_\_

Project proposal	Tick as appropriate
<b>Grade C criteria</b>	
The title and aims of the project.	√
Clear aims and reasoned arguments to support the relevance and practicability of the project.	√
Identification of opportunities for:	
• own skills development	√
• collaborative working	√
• accessing less familiar learning environments	√
• application of subject knowledge in a broad context	√
• use of knowledge and skills across different disciplines	√
• making connections between subject knowledge and the wider world	√
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	√
<b>Grade A criteria, includes all of above plus</b>	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	
Robust and carefully argued justification of the proposal.	
Substantial links and understanding of possible connections across disciplines contributing to the project.	√
<b>Comments</b>	
Cxxxx presented a topical and challenging proposal. However the need for a restricted scope to ensure that the project was achievable and practicable was not taken on board till well into the actual project when Cxxxx realised he had taken on too much. While he submitted a very detailed proposal in terms of learning environments and skills development Clark's justification lacked focus within the broad contexts. For these reasons he has not met these A criteria.	



Project plan	Tick as appropriate
<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>	
<p>Although meeting the C grade criteria, the plan should have included more detail with respect to contingencies and dependencies. Cxxxx failed to make clear how skills would be developed. It was suggested that he might find a more structured timeline easier to follow, but did not follow up on this,</p>	

Presentation of project findings/product	Tick as appropriate
<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>	
Cxxxx demonstrated his technical talents through the creation and presentation of his DVD. Interdisciplinary connections were clearly made but his strength in media production outweighed his knowledge and understanding of Politics.	

Evaluation of project	Tick as appropriate
<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>	
Cxxxx fulfils the C grade criteria through his evaluation of the project but is not incisive in terms of what he gained from the success of his project. His technical skills which influenced his choice of presentation method led to an effective means of communicating his findings.	

Self evaluation of generic/cognitive skills development	Tick as appropriate
<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>	
Cxxxx clearly fulfils the C grade criteria. While he has been very honest in his self evaluation I feel it does not meet the A criteria as at times he has written more of a log than an evaluation of how his skills 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>C</b>
<b>Additional Comments/Overview</b>  <p>Cxxxx is an experienced maker of media texts. He is also very single minded. This IP gave him challenges in data and textual analysis, the technical skills of digital media and practical skills in time management. Initially he was not minded to accept the advice given on the range of his topic but it soon became apparent to him that the range of content was far too much to manage. This cost him time and meant that he had to reorganise his schedules. However, he focussed in on data collection from a reduced array of both primary and secondary sources and he did apply sufficient analytical skills to produce an interesting analysis. This was then combined with his media skills to produce a well structured presentation fulfilling all the conventions of political documentary, which he explained well to an invited audience.</p>	

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

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