

Candidate evidence

Languages: Interdisciplinary Project

Proposal

| | | | | | | | | | |
|---|---|--|---|--|-----------------------------------|--|--|--|--|
| Candidate name | | | | | | | | | |
| SCN | | | | | | | | | |
| Centre name | | | | | | | | | |
| Assessor name | | | | | | | | | |
| Project title | Is Gender Equality a result of generational perceptions or cultural perceptions in typically macho societies? | | | | | | | | |
| Chosen subject | <input type="checkbox"/> Expressive Arts | | <input checked="" type="checkbox"/> Languages | | <input type="checkbox"/> Sciences | | <input type="checkbox"/> Social Sciences | | |
| <p>Project outline (<i>what it is you want to do and how will you go about it</i>)</p> <ul style="list-style-type: none"> • Firstly, I plan to gain background information on why people choose to wear dresses/skirts which some people class as “feminine items of clothing”. I will carry out this research by using well established contacts such as people from different countries who have different culture backgrounds like United Kingdom, France and Africa and find out their opinions on gender equality. • As part of my project, I am going to find out more information about native French and Spanish speakers who have been affected by gender equality. To do this I will contact people in France and Scotland to ask their opinions on gendered equality and in particular what they think of males wearing dresses. • A further part of my project will to find out if opinions are generational or cultural. I would also like to explore generational perceptions across France and Scotland on males wearing dresses. To do this I will also ask older people what they think about what they think of people wearing clothes “made for the opposite sex”. | | | | | | | | | |
| <p>Reasons for choosing this project (<i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i>)</p> <p>The idea of this project began at the end of 2020, when the December issue of vogue was released. Harry Styles was the cover of the worldwide issue and became the first-ever vogue male cover star. The cover immediately sparked passionate conversations around masculinity and gendered dressing. Harry wore a voluminous periwinkle blue gown paired with a black tuxedo jacket (both designed by Gucci).*When asked about why he decided to wear a dress he responded “When you take away ‘There’s clothes for men and there’s clothes for women’, once you remove the barriers, obviously you open up the arena in which you can play. This sparked disagreement by millions of people including Candace Owens – a right wing social powerhouse- who voiced a disapproval of Harry wearing a dress by tweeting: “There is no society that can survive</p> | | | | | | | | | |

without strong men.” I chose this project to explore views as a future teacher of young children will allow me to discover why people disapprove of men wearing clothing that is classed as “feminine”. In some cultures, like Scotland, Wearing dresses/ skirts is normal and traditional. Maybe people choose to judge males because of our macho culture passed on through the generations or it could be due to gender roles as people typically think girls have to wear pink and boys have to wear blue. This project in question is a great personal interest, as I personally believe everyone no matter what gender you identify as have the right to wear whatever they want without the attack/disgust from other people. Therefore I am interested to explore views on this matter both here in Scotland and in France to find out which ‘macho culture’, if any, is more progressive in their views.

The broad contexts this project will cover are

- Citizenship Enterprise Employability
 Economic development Sustainable development

Learning environments I will access are

I shall make good use of the modern languages department in my school, as I can speak to native French speakers and get their opinions on gendered equality and in particular men wearing dresses. To extend my research I can speak to people in France and Scotland to see their opinions and views on the topic as a whole. Another source of information I shall access is the staff and pupils of our partner school in France. I will send a questionnaire for members of this school to complete so that I can get their views on the topic. I will also use magazine articles, blogs and YouTube to expand my research.

How I will use my knowledge of my chosen subject area

I will be using my knowledge of French by contacting native speakers throughout my research. My French skills will be put together by gathering information from French internet resources as well as contacting French Native speakers. I will use my French skills to contact native French speakers to ask about their opinions on male’s wearing dresses and skirts and see if there are links or barriers in French culture. I will also use my knowledge of French when examining French internet stories, magazines and blogs to research Male’s wearing dresses in France previously and the consequences behind it. I will then need to study these sources to translate them into English, which should extend my existing knowledge of French and help improve my knowledge of French society today.

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 want to be an informed teacher – understanding of WOKE and issues surrounding people’s journeys.

As I have heard many stories about famous male celebrities and regular people, being

attacked by people on wearing what they want to and being called vile names as people don't think that "it is right for today's society" by males wearing dresses/ skirts as they are dressing how they want to. I believe that everyone no matter what you identify as has the right to dress how they want, as everyone is their own person and different. This project will allow me to look for further research at gendered equality and view people's opinions on the topic as a whole. I shall need to apply my knowledge of French constantly to allow me to gain the research I require. This will allow me to develop my skills in generally speaking French listening to the language to also gain a broader knowledge of the language when reading information online.

- *research skills – analysis and evaluation*

For research, I intend to begin with the internet and use French websites to some knowledge of the subject of question. Then I plan, to send questionnaires and contact native speakers from France to get their own personal view on my subject of question and what gender equality is like in their country. My analysis of the information will be hugely important in my completion of this project. I will need to collect all my research together to be able to produce my final piece. – generational, cultural, social history and emerging opinions.

- *interpersonal skills – negotiation and collaboration*

I think that the greatest challenge of this project will be the communication with French people and with my own confidence having discussions with native speakers. I hope to gain more confidence by being able to speak to native speakers in their own language. I will also be speaking to people at my school to ask their opinions and what they think on gendered equality, which may be a sensitive topic for some, so could be more difficult navigating in French than in English.

- *planning: time, resource and information management*

I think that during my time at secondary school I have been good when it comes to time management and I would like to continue this throughout my research. A main priority I will have for this project is organisation, and I intend to remain organised throughout my project. An important part of my resource and information management will be gathering all of my information, making sure it is all valid, organised and then presenting in a logical way which is crucial when it comes to the final presentation.

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

I have always liked challenging myself as I want to complete everything to my best ability possible. I think that one of my challenges for this project will be working individually as I will need to narrow all my research on a very big topic, but I am positive I will be able to stick to my main focus.

- *problem solving – critical thinking: logical and creative approaches*
key area in this project is allowing me to improve my planning.

I think that a key area this project will allow me to improve my skills in research and contingency planning: if an aspect of my research was to go off course, I will hopefully have prepared for such an event. I will have effective and efficient

contingencies in place before I commence the research stage of my project, and if something should go wrong I hope to be fully prepared.

- *presentation skills*

In terms of presenting my project, I hope that this is something I will strive at due to my strive for equality. I intend to present my work in the form of a powerpoint – this allows all my information to be presented effectively. Having confidence in presenting is something that I currently lack in – I hope to develop my presentation skills and present my powerpoint later in the project.

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

I hope that I am able to stick to my deadlines and utilise my existing time management strategies throughout my project. I am very optimistic when it comes to my research as this topic is something I am greatly passionate about. Throughout this project, I hope that conducting conversations and using my French in a more practical way will improve. I also hope my confidence in presenting will grow and by the end of my project I shall be more comfortable in speaking with French speakers.

Assessor feedback to candidate

This looks like an interesting project and I understand from speaking to primary colleagues that WOKE issues are often debated within staff rooms, as a lot of staff are unsure of where they stand. I am pleased that you will enter this profession informed and ready – not only on views within your own community but also the international community on WOKE issues. Exploring others beliefs, gathering opinions across generations and cultures will help you to become more aware of your own.

| | | | |
|----------------------------|-----|------------------------------|-----------------------------|
| Proposal approved | Yes | Further work required | No |
| Candidate signature | | | Date June 2021 |
| Assessor signature | | | Date June 2021 |

Interdisciplinary Project

Plan

| Candidate name | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|-------|-----------|---------------|--------------------------------|--------|------------------------------------|--------|------------------|--------|----------------------|------------------|-------------------|--------|--|--------|------------------------------|--------|--------------------------------------|--------|-----------------------------|----------------|-------------------|--------|-----------------------------|--------|---------------------------------|--------|----------|--------|--|-----------------|----------------------|--------|--|--------|-------------------|--------|------------------|--------|-----------------|-----------------|--|--------|---|--------|---|--------|----------------------------|--------|--------------------|----------------|--------------------------------------|
| SCN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Centre name | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessor name | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Project title | Is Gender Equality a result of generational perceptions or cultural perceptions in typically macho societies? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Is this a group project? yes <input type="checkbox"/> no <input checked="" type="checkbox"/></p> <p>If a group project my individual role or responsibilities will be:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Timescales (<i>this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence</i>)</p> <table border="0"> <thead> <tr> <th>MONTH</th> <th>OBJECTIVE</th> </tr> </thead> <tbody> <tr> <td>AUGUST</td> <td>RESEARCH MEDIA AND OPINIONS UK</td> </tr> <tr> <td>WEEK 2</td> <td>RESEARCH MEDIA AND OPINIONS FRANCE</td> </tr> <tr> <td>WEEK 3</td> <td>QUESTIONNAIRE UK</td> </tr> <tr> <td>WEEK 4</td> <td>QUESTIONNAIRE FRANCE</td> </tr> <tr> <td>SEPTEMBER</td> <td>CONTACT AND CHASE</td> </tr> <tr> <td>WEEK 1</td> <td>RESEARCH TOPIC AND MAIN QUESTION FURTHER</td> </tr> <tr> <td>WEEK 2</td> <td>CONSIDER RESPONSES - ANALYSE</td> </tr> <tr> <td>WEEK 3</td> <td>BLOGS/INTERVIEWS/TRANSLATIONS FRANCE</td> </tr> <tr> <td>WEEK 4</td> <td>BLOGS/INTERVIEWS YOUTUBE UK</td> </tr> <tr> <td>OCTOBER</td> <td>ORGANISE FINDINGS</td> </tr> <tr> <td>WEEK 1</td> <td>INTERVIEW WOKE COMMUNITY UK</td> </tr> <tr> <td>WEEK 2</td> <td>INTERVIEW WOKE COMMUNITY FRANCE</td> </tr> <tr> <td>WEEK 3</td> <td>HOLIDAYS</td> </tr> <tr> <td>WEEK 4</td> <td></td> </tr> <tr> <td>NOVEMBER</td> <td>PREPARE PRESENTATION</td> </tr> <tr> <td>WEEK 1</td> <td>GENERATIONAL/CULTURAL/MEDIA PERCEPTION</td> </tr> <tr> <td>WEEK 2</td> <td>PRESENTATION PREP</td> </tr> <tr> <td>WEEK 3</td> <td>PRESENT TO PEERS</td> </tr> <tr> <td>WEEK 4</td> <td>ACT ON FEEDBACK</td> </tr> <tr> <td>DECEMBER</td> <td></td> </tr> <tr> <td>WEEK 1</td> <td>PRESENT FINDINGS TO THE SCOTTISH GOVERNMENT</td> </tr> <tr> <td>WEEK 2</td> <td>FEEDBACK – REFLECTION AND ACTION POINTS</td> </tr> <tr> <td>WEEK 3</td> <td>EVALUATION OF PRESENTATION</td> </tr> <tr> <td>WEEK 4</td> <td>CHRISTMAS HOLIDAYS</td> </tr> <tr> <td>JANUARY</td> <td>WRITING – SELF EVALUATION OF PROJECT</td> </tr> </tbody> </table> | | | | | | | | | | MONTH | OBJECTIVE | AUGUST | RESEARCH MEDIA AND OPINIONS UK | WEEK 2 | RESEARCH MEDIA AND OPINIONS FRANCE | WEEK 3 | QUESTIONNAIRE UK | WEEK 4 | QUESTIONNAIRE FRANCE | SEPTEMBER | CONTACT AND CHASE | WEEK 1 | RESEARCH TOPIC AND MAIN QUESTION FURTHER | WEEK 2 | CONSIDER RESPONSES - ANALYSE | WEEK 3 | BLOGS/INTERVIEWS/TRANSLATIONS FRANCE | WEEK 4 | BLOGS/INTERVIEWS YOUTUBE UK | OCTOBER | ORGANISE FINDINGS | WEEK 1 | INTERVIEW WOKE COMMUNITY UK | WEEK 2 | INTERVIEW WOKE COMMUNITY FRANCE | WEEK 3 | HOLIDAYS | WEEK 4 | | NOVEMBER | PREPARE PRESENTATION | WEEK 1 | GENERATIONAL/CULTURAL/MEDIA PERCEPTION | WEEK 2 | PRESENTATION PREP | WEEK 3 | PRESENT TO PEERS | WEEK 4 | ACT ON FEEDBACK | DECEMBER | | WEEK 1 | PRESENT FINDINGS TO THE SCOTTISH GOVERNMENT | WEEK 2 | FEEDBACK – REFLECTION AND ACTION POINTS | WEEK 3 | EVALUATION OF PRESENTATION | WEEK 4 | CHRISTMAS HOLIDAYS | JANUARY | WRITING – SELF EVALUATION OF PROJECT |
| MONTH | OBJECTIVE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUGUST | RESEARCH MEDIA AND OPINIONS UK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 2 | RESEARCH MEDIA AND OPINIONS FRANCE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 3 | QUESTIONNAIRE UK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 4 | QUESTIONNAIRE FRANCE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEPTEMBER | CONTACT AND CHASE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 1 | RESEARCH TOPIC AND MAIN QUESTION FURTHER | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 2 | CONSIDER RESPONSES - ANALYSE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 3 | BLOGS/INTERVIEWS/TRANSLATIONS FRANCE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 4 | BLOGS/INTERVIEWS YOUTUBE UK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OCTOBER | ORGANISE FINDINGS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 1 | INTERVIEW WOKE COMMUNITY UK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 2 | INTERVIEW WOKE COMMUNITY FRANCE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 3 | HOLIDAYS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NOVEMBER | PREPARE PRESENTATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 1 | GENERATIONAL/CULTURAL/MEDIA PERCEPTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 2 | PRESENTATION PREP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 3 | PRESENT TO PEERS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 4 | ACT ON FEEDBACK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DECEMBER | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 1 | PRESENT FINDINGS TO THE SCOTTISH GOVERNMENT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 2 | FEEDBACK – REFLECTION AND ACTION POINTS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 3 | EVALUATION OF PRESENTATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WEEK 4 | CHRISTMAS HOLIDAYS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JANUARY | WRITING – SELF EVALUATION OF PROJECT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

WEEK 1 CHRISTMAS HOLIDAYS
 WEEK 2 PRELIMS
 WEEK 3 PRELIMS
 WEEK 4 WRITING – SELF EVALUATION

FEBRUARY GETTING PAPERWORK AND MAKING SURE EVERYTHING IS UP TO DATE

WEEK 1
 WEEK 2
 WEEK 3

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

- Researching the main topic and collecting the correct information will be quite challenging as all the information has to be true and relevant to the main question. I will continue to research and find accurate information by contacting people who have been affected by gender equality and by contacting native French speakers and people from Scotland, to get their opinions on gender equality. I want to discover more about clothing cultures in both France and Scotland to explore the 'fashion' topic and the 'traditional dress' topic.
- Organisation will be a big challenge as for this project you need to be organised. To make sure I am organised I am going to sort all of my different information into different sections and give myself strict deadlines to meet.

Resources (*eg people, materials, places*)

- As my main question of my project is based on a mixture of information and opinions I will have to use various methods to collect all my information needed. I intend to get in touch with both native speakers from France to get their opinions and views on my topic from the general public and WOKE community. I hope to not only talk to younger people but hopefully to people from different generations to see if it may be a generational thing. I will contact schools and retirement homes and also speak to people from different cultural backgrounds to also find out if culture has an impact to their views on gendered equality and what their opinion are on males wearing dresses, and see if different people from different cultures have the same opinions – Francophone countries and USA. My resources will also include the modern languages department within the school to get my teachers views. I shall be sourcing my own resources like relevant Youtube videos/documentaries/films based on gendered equality. These resources along with the media will enable me to sufficiently research gender equality.

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

- As my main question in my project is based on a mixture of information and opinions I will have to use various methods to collect all my information needed. I am going to send questionnaires to cross-generational contacts in France to get their opinion on gendered equality and also conduct street interviews around Scotland gather opinions across generations. I have done a lot of research find

different stories of people who have been affected for wearing certain items of clothing – most notably skirts and dresses on men. I would like to hear from people all different ages to see if their opinions could be based on generational views – therefore schools, workplaces and retirement homes will allow me to gain responses from a range of ages.

Presentation

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

I think many different people will benefit from my presentation. I feel like different generations of people will view my presentation differently. I think people from the more younger generation will understand more why anyone male or female can wear dresses/skirts. As I feel so passionate about my topic I want people all ages to know more about it and what people are doing to make it a problem. I feel that teachers need to gain a clearer understanding and the information I gather will help me articulate myself and teach others later.

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

My method for my audience is through presentation software. I feel this method would work well for the appropriate audience as in the presentation their will be some info, stories and people opinions. By doing my project as a presentation i hope that many people will be able to understand more and in turn will help me to raise awareness.

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 would like to contact schools and retirement homes in both France and Scotland to get them to fill out questionnaires and online interviews so I can get their opinions on my topic. I would like to get general views on the topic that are from different generations. I would also like to get in touch with people who have been affected by comments about how they dress and find out more about how they are perceived in their country and by others due to how they dress.

Contingencies

Any anticipated problems

- Sending off questionnaires/questions for people in France and gaining no responses
- Not being able to verify the reliability of sources I am using
- Having difficult stories that it proves difficult to empathise effectively with limited French.

My plans for overcoming the anticipated problems.

- This problem would only hold back my research if no responses at all came back. I would overcome this by asking my teachers to contact the schools in France which will allow me to chase up the people who haven't replied.
- Anecdotal information is difficult to

| | | | |
|--|-----|---|-----------|
| | | verify, but I will find charities to help me find people affected. <ul style="list-style-type: none"> • I will try to video call to demonstrate visually how I feel. | |
| Method for recording my skills development and future areas for improvement Progress Log & Diary. | | | |
| Assessor feedback to candidate I understand completely why you have chosen this project, it is very current and relevant in today's changing society. I am impressed at how passionate you are about this topic and I believe that it will be beneficial for you to interview a range of people with a range of experiences and opinions that may challenge your own. Consider how you'll respond when/if they do not agree with you. As this is research, you will have to take your own opinion out of the equation and answer the question you have set out to ask. Also, be prepared for the unexpected. | | | |
| Plan approved | Yes | Further work required | No |
| Candidate signature | | Date | August 21 |
| Assessor signature | | Date | August 21 |

Interdisciplinary Project

Presentation of Project Findings/Product

| | |
|-----------------------|---|
| Candidate name | |
| SCN | |
| Centre name | |
| Assessor name | |
| Project title | Is Gender Equality a result of generational perceptions or cultural perceptions in typically macho societies? |

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 presentation through a PowerPoint. I found that this way was easy to understand and had good layout. I made a survey for people in both France and Scotland to complete to see the comparison of opinions between the two macho countries. The survey results were fairly similar and all of the responses remain anonymous. I explained that I found various different stories about males in France wearing dresses but not so much in Scotland. I compared between the two countries through the different cultural views and generational views. I explained that In a survey by the Scottish government about Scottish culture many people have said that Kilts are only for men.

“only true scotsman wear them. Only real men will wear kilts”. “kilts are not designed for women”.

I then described in France Traditional African attire is often worn as part of the culture in France. The traditional outfit consists of a large shirt known as “Danshiki” or “Dashiki”. This traditional shirt is very long, airy, and ends a few inches above the knees and the sleeves are elbow length. In France there are a few stories about males wearing dresses, but they still have more stories than Scotland.

The results from my survey exploring public opinion on non-gender fashion and beauty were all varied however the results from Scotland and France as a whole were fairly similar which I found very surprising. Candance Owens a well-known author tweeted “Anyone who pretends this is not a referendum on masculinity for men to don floofy dresses is treating you like a full-on idiot”. I feel my project was the referendum across France and Scotland which are considered macho cultures ironically boast about and celebrate traditional ‘dress’, which is accepted especially by older generations. I concluded that every boy/man likes to wear a dress and be accepted, entirely depends on whether its for culture, fashion or expression.

Assessor feedback to candidate

Your PowerPoints was very informative and the anecdotal stories you told were very interesting. The fact that you were able to gauge opinions across generations

in two countries on a subject that many have not yet really considered their views on is impressive, as there is not a lot of public opinion on gender fashion at the moment. You were able to answer the questions directed at you by your peers and I was able to voice some subconscious thoughts that I had, as an older person, and you were able to conclude that generational influence was intertwined with cultural influence, particularly in the countries studied. I am sure you will easily inform staffrooms (of many ages and backgrounds) and become the voice for those children who wish to express themselves alternatively in their 'macho cultures', ultimately making life a little easier for them.

| | | |
|----------------------------|-------------|------------|
| Candidate signature | Date | March 2022 |
| Assessor signature | Date | March 2022 |

Interdisciplinary Project

Evaluation of project

| | | | | | | | | | |
|--|---|--|--|--|--|--|--|--|--|
| Candidate name | | | | | | | | | |
| SCN | | | | | | | | | |
| Centre name | | | | | | | | | |
| Assessor name | | | | | | | | | |
| Project title | Is Gender Equality a result of generational perceptions or cultural perceptions in typically macho societies? | | | | | | | | |
| <p>How successful has my project been overall? (<i>consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments</i>)</p> <p>As my project was based on several different stages of research, some of these have undoubtedly been more successful than others. A particular weakness was my assumption that depending on other people at various stages would guarantee results. It would not. With hindsight, I perhaps made too much use of dependencies, and the major successes of my project came through research done only by me. For example, emailing schools in France hoping for their views on my topic and resulted in failure.</p> <p>A great achievement however during my project was the responses that I did receive from both France and Scotland. The fact that I got a lot more than anticipated responses on my survey from both countries was something I did not at all expect. It was a massive achievement for me that I managed to contact people in France and it helped me develop more translation skills. The first few translations which I attempted seemed most difficult, however I learnt to use different resources in my translating. Utilising not just a dictionary but also reliable reference sites like Linguee. The translation stage of my work did prove to be significantly more difficult than I had anticipated, but this difficulty allowed me to develop skills in this area.</p> <p>The success of this project proved to me the importance of not giving up and not doubting myself. There were many points in my project where my research was slowing leading to me be tempted to give up or even change my whole topic. At one point in my project I started to panic over the amount of time I had left to fully complete and produce my project which then resulted in lack of motivation. At this stage I relied on the reassurance of my assessor to stick with my original topic as it is something that was difficult to gain information on other than first hand interviews but as I am very passionate about it, it drove me to make it a success and I ensured I had a wide range of interviews across countries and age groups. This stage taught me a lot about self-belief which is something that I've always been lacking throughout school and specifically throughout this project.</p> | | | | | | | | | |

How effective were my communication methods throughout the project?

At the beginning of my project I thought my communication methods were not going to be successful as I had to contact a range of people in both France and Scotland. However, I would say that my communication methods were successful in both countries. I created a survey for Scotland and France so that I would be able to compare the answers from each country. I sent a survey link to many people around Scotland in different age ranges so that I could see the difference in answers between younger and older people. When it came to France I panicked that I would have no responses or would have no one to even complete my survey. One of my friends from one of my partner schools in France completed my survey and shared it with his friends, family and classmates to complete which was very useful. The survey for both of the countries consisted of the same questions so that I was able to have a variety of results. The results from France were fairly similar to the results I got from people in Scotland which I did not expect. However, the people who completed my survey in France did not seem as much judgmental as some results from Scotland. All survey results remain anonymous so people could truthfully say what they believe.

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

I have also completed a blog for people in the older generations to read to understand the younger generation and our progress when we speak about their opinions on gendered equality. I hope my blog will help people understand more about the issue of gender equality and what we can do to make a change. I would like to send my blog to different people in Scotland and France and to hopefully change and inform minds.

| | | |
|----------------------------|-------------|------------|
| Candidate signature | Date | March 2022 |
| Assessor signature | Date | March 2022 |

Interdisciplinary Project

Self evaluation of generic and cognitive skills development

| | | | | | | | | | |
|-----------------------|---|--|--|--|--|--|--|--|--|
| Candidate name | | | | | | | | | |
| SCN | | | | | | | | | |
| Centre name | | | | | | | | | |
| Assessor name | | | | | | | | | |
| Project title | Is Gender Equality a result of generational perceptions or cultural perceptions in typically macho societies? | | | | | | | | |

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 what you have learned. How did you use your knowledge of your chosen subject area effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)

My aim in this regard was to find out people different views and opinions on gender equality in both France and Scotland. I did not expect to find peoples views from both countries fairly similar. My aim was to also broaden my own knowledge and to also improve on my French communication skills. I am now more aware of different stories that male students in both France and Scotland have shared about their experiences wearing dresses and the abuse that they got due to the fact they wore an item of clothing many think is defined as “feminine”. By male French students speaking out has now since then resulted in various different protests in order to support their decisions. My skills in listening and speaking French have improved as I have had to use my French to communicate and convince French speakers to open out and speak about my project. This project has greatly improved my confidence in speaking French. Before this project I did not think that my level of French was good enough to successfully complete the task of communicating with native French speakers without assistance, especially on this topic, but I was determined to work as independently as possible, at some points I did need some assistance but I kept pushing through with various resources to help me.

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 decided for my project to all come together and work I would need to complete my research in various stages. The first part of my research was to discover what exactly I wanted to find out and how and where I was going to find this information. Second Part of my research was to find different life stories from both France and Scotland that were linked to gendered equality. My last part of my research was to find out peoples opinions and views on the topic across age groups to see the difference between the two countries. At the conclusion of my project I can say that my plan did in fact work. By sticking to this plan help motivate me on what I needed to find out in order for my project to link together and work successfully.

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.)

At various points of this project, I faced walls in research in which I thought I would not overcome. There were a few times where I didn't think I would be able to find any information relevant to my topic and was due to give up and change my topic. I had to continue to push through as I knew this was a topic that I am greatly passionate about and wanted to discover more about it. I was potentially lacking in self belief at the start of the contacting stage as I thought that I would have no results for my survey from anywhere which would result in my project not working the way I wanted it to. However I got many replies from Scotland and France which played a huge part in my overall project. By speaking to different native speakers in France definitely made me become more confident in my speaking and helped me believe more in myself. I discussed any concerns I had regularly with my assessor which helped to keep me on track. My assessor motivated me a lot when it came to my research and contacting stages and was always there when I needed her. I am proud that this is a topic not often covered but I managed to gather new information and make a blog to inform others who are less informed or need questions answered.

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?)

The targets I set during the planning stage of my project have proved entirely realistic and I have managed to stick to them successfully. My time management however varied each week. I decided to give myself more time when it came to contacting people in both France and Scotland, as I wanted to assure that I definitely had people I could rely on for their opinions and views. My lack of motivation was a barrier to the success of the overall project but I managed to turn it around. Once I had all of my result back from France I managed to fully translate them and analyse them to help build a massive part of my project.

Independent learning – autonomy and challenge in own learning

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

Establishing links with people in France was fairly challenging. I could have been in contact with people in France a lot sooner than planned so that I would have had more survey results however I manage to speak to various different people in France which helped me collect a lot of analysis for my project. This stage in independent learning was one of the most challenging parts of my project as a whole, as I had to fully communicate with native French speaker to talk about my project topic but also listen to what their opinions and views are on my topic. I heavily relied on my French skills to allow this communication to occur.

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?)

Throughout the whole process, the direction and research sources of my project changed on many different occasions. I wanted to give myself a strict time scale so that I would be organised and give myself little deadlines where I wanted to give myself a deadline on when to finish certain parts of my project. During the stages of my research where I was close to giving up, I had previously made plans to motivate myself to be able to continue with my project. When I first started to get responses back from France and people in Scotland it started to motivate me a lot more as I knew my project was starting to slowly piece together. I also had information from media – YouTube, articles and several first-hand accounts of experiences.

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 firstly presented my project via PowerPoint as I thought the layout would be easy for the audience to understand. My PowerPoint presentation was shared to family, friends, teachers and other places across the country. The presentation included all of the stories that I have found out from both France and Scotland- Some stories included Shane Richardson and lift the skirt campaign. My presentation also included survey results from both France and Scotland, history of skirt culture in both countries, the media representation of gendered equality in both countries and also various stories behind celebrities like Harry Styles wearing dresses, makeup and nail polish. My survey that was sent to both France and places around Scotland consisted of the same questions and all of the results remained anonymous. I decided to keep the survey fully anonymous to give the person completing my survey the opportunity to be completely open and honest without feeling like their identity is exposed. I also presented my project through a blog. I

thought a blog would be easy to access and also contains a lot of information about my topic. The blog also contained a section where if anyone reading the blog had any questions for me personally that I could answer they could write it and I could respond to them while at the same time they could remain anonymous. For perhaps people in the older generations by writing a blog based on my project perhaps could help older people understand how younger people view what's happening in today's society differently to perhaps what they do. I am going to continue to expand on my blog as I continue to add to it regularly and would also like to widen the variety of people seeing the blog so may send it to more people so more people are aware of gender equality.

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

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

The main challenges I faced during my project was hitting a wall in research to the point that I didn't know if I was able to continue with the topic I had chosen, dealing with criticism, presenting myself confidently, showing how much work I was putting into my project and testing my own capabilities in speaking and understanding French. Undertaking this project has not only allowed me to develop skills working to deadlines, problem solving, overcoming barriers but I have learnt more about myself that I would never have discovered. By this project pushing me to my limits by me coming out of my comfort zone speaking to native French speakers and presenting my presentation to my peers confidently, which would be something that I probably would not have done if it wasn't for this project. Before starting this project, I hated public speaking and especially contacting people in French it used to make me feel on edge and pressured. By doing this project I have learnt so much and I can now say that I am so much more confident speaking and presenting in front of others, I feel like I have totally come out of my shell and it is all down to this project. Learning to overcome barriers is something I will take through university with me and into teaching. This project is something that I have been passionate about but now completing my project and finding out so much more on my topic that I would have never have known about makes me feel even stronger about gender equality than I did at the start.

Interdisciplinary Project

Assessor Report

Candidate name -

Candidate number -

Subject area - Languages

Centre -

| Project proposal | Tick as appropriate |
|--|---------------------|
| Grade C criteria | |
| The title and aims of the project. | ✓ |
| Clear aims and reasoned arguments to support the relevance and practicability of the project. | |
| Identification of opportunities for: | |
| • own skills development | ✓ |
| • collaborative working | ✓ |
| • accessing less familiar learning environments | ✓ |
| • application of subject knowledge in a broad context | ✓ |
| • use of knowledge and skills across different disciplines | ✓ |
| • making connections between subject knowledge and the wider world | ✓ |
| Evidence of the ability to communicate clearly and concisely in advocating the proposal. | ✓ |
| Grade A criteria, includes all of above plus | |
| Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable. | ✓ |
| Robust and carefully argued justification of the proposal. | ✓ |
| Substantial links and understanding of possible connections across disciplines contributing to the project. | ✓ |
| Comments | |
| <p>This is a project that not many candidates would attempt. There is not a lot of information and media on the topic across generations and especially not in French. The fact that the candidate is so passionate about gender equality issues and will most likely have to address some progressive gender issues in her career makes this project both interesting and challenging. Culture and generation aspects being researched together in this project allows the candidate to achieve consistency, as one or the other on its own may have had little substance to explore.</p> | |

| Project plan | Tick as appropriate |
|---|----------------------------|
| Grade C criteria | |
| Development of clear project objectives in line with the project proposal. | ✓ |
| Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated. | ✓ |
| Realistic timescales and achievable milestones for each stage of the project. | ✓ |
| Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback. | ✓ |
| Grade A criteria, includes all of above plus | |
| Careful selection and effective use of research/investigation techniques. | ✓ |
| Anticipation of probable and possible factors which may impact on the project. | ✓ |
| Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan. | ✓ |
| Outline the process for achieving own identified development needs. | ✓ |
| Comments | |
| The candidate has researched a range of media sources – blogs, YouTube, news articles and accessed a niche group of people across two cultures. The candidate was aware of the difficulties in accessing 'niche' groups but was ready for the challenge, she understood where she needed to grow personally and where her knowledge needed to grow to become a more socially informed professional. | |

| Presentation of project findings/product | Tick as appropriate |
|--|----------------------------|
| Grade C criteria | |
| Evidence of effective and critical use of — resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self monitoring. | ✓ |
| Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context. | ✓ |
| Clear presentation of main findings/outcomes. | ✓ |
| Grade A criteria, includes all of above plus | |
| Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues. | ✓ |
| Skilful and creative use of resources, including people, information and learning context to progress the project. | ✓ |
| Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established. | ✓ |
| Comments | |
| The candidate had not gone in to detail about the findings of her | |

| | |
|---|--|
| <p>presentation and has only covered some points made. Her presentation was excellent – she was very knowledgeable and gave a very measured delivery. She covered generational views, cultural similarities and discovered the importance of cultural dress but how they bear little significance on progressive thinking and the development of new cultural norms. Presentation part two continued to fill the gap the candidate found in the lack of understanding in the older age group and made a blog to inform and encourage exploration of the issue for people who may not wish to confront progressive gender issues in their own communities.</p> | |
|---|--|

| Evaluation of project | Tick as appropriate |
|---|----------------------------|
| Grade C criteria | |
| A critical and justified evaluation of all stages of the project process — planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points. | ✓ |
| Effective use of chosen communication method(s). | ✓ |
| Grade A criteria, includes all of above plus | |
| Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence. | ✓ |
| Careful choice and skilful use of communication and presentation methods(s). | ✓ |
| Comments | |
| Strengths and weaknesses highlighted. Aims met and evidence, primarily sources interviews and questionnaires across the age spectrum in two countries. Presentation to peers and blog page skilfully target younger and older generations – relevant to audience. | |

| Self evaluation of generic/cognitive skills development | Tick as appropriate |
|---|----------------------------|
| Grade C criteria | |
| A critical evaluation of own skills development against the list of specified generic/cognitive skills. | ✓ |
| A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project. | ✓ |
| Grade A criteria, includes all of above plus | |
| Insightful, balanced and well-structured self evaluation of own development. | ✓ |
| Assertive and justified use of feedback from others in evaluation and identification of development areas. | ✓ |
| Comments | |
| Research skills improved – area without a large amount of information, candidate managed to gather views and develop her confidence and people skills. Language improved across all 4 skills and candidate more articulate in her views and socially aware. | |

The overall grade will be:

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

| | |
|---|----------|
| Overall Grade Awarded | A |
| Additional Comments/Overview | |
| <p>Project with challenging goals and forward-thinking topic, solid justification of the proposal. Cultural and generational focus gave substance to project. The candidate was reliant on accessing niche knowledge and made adjustments to the project to be able to gain access to some groups. She achieved her development goals, she was extremely resilient throughout and after careful analysis and reflection drew a well-supported conclusion and still tries to support and inform the less progressive thinkers.</p> <p>French culture and knowledge about language has improved, particularly in translating media and having some difficult conversations with some groups of people</p> | |

Assessor signature _____

Date _____

Internal verifier signature _____

Date _____