

Languages: Interdisciplinary Project

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	The Untold Stories of Women and the Resistance								
Project outline (<i>what it is you want to do and how will you go about it</i>)									
<p>Through examining various sources, I intend to find out the extent of the contributions women made to the resistance movement and I intend to use this research to create an online source to exhibit previously unknown stories and memoirs from the Second World War. I would like to learn more about the significance of the French resistance in the war as a whole and if these resistance members changed the perception of women at this time.</p> <ul style="list-style-type: none"> • Firstly, I plan to gain background information to the resistance in WWII through examining books and films set during this period. I will then carry out research using already well established contacts such as the knowledgeable teachers of both the History and Modern Languages departments; and gathering information from sources further afield (Centre d'Histoire de la Résistance et de la Deportation in Lyon, along with conducting interviews with various contacts from France with personal historical family involvement in the resistance). • As part of my project, I am going to go to Lyon in December to visit key resistance museums, and to meet French people with stories they wish to share. I will be using contacts of the Modern Languages department to locate people in Lyon who wish to share their stories, and consent to be a part of my project. • Alongside this, the teachers and pupils of our partner school in St Dominique will be important contacts I shall use to gather research. This will be a crucial stage of the success of my project as a whole. I would like to use these sources to create an archive of biographical accounts from the French resistance to enable people to gain a clearer insight into this important part of WWII. • A further part of my project will be to find the stories of French resistance women which have been told exclusively in French. I am going to use find stories of resistance women on the internet and do extensive research. I will utilise my skills in translation to make these stories available to the English-speaking world. 									
Reasons for choosing this project (<i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i>)									
The idea of this project began when a teacher explained a story to me about her father-in-law who had recently traced his mother's experiences of the Second World									

War. This woman had been in the Resistance and had been sent to Ravensbruck concentration camp as a result of her work for the Resistance. She had never spoken to her children about her experiences so her story had remained a secret until recently. Hearing this story established my interest in this period, and I chose this project to discover what other women's stories had never been told. The project in question is of great personal interest to me. I strongly identify as a feminist, and because of this I have a substantial interest in the development of female-male equality and the place of women in society throughout history. I feel that this project potentially could benefit my own understanding of how women were viewed at this crucial time in history. Having just completed the Higher History course which solely focused on British and German involvement in the lead up to the Second World War, I would like to gain more of an awareness of the war movement within France and the French resistance is a topic which particularly interests me. Also, a defining reason for choosing this project is to gain knowledge of French culture and history; I would love to study in France in the future and through this project I hope to ameliorate my currently limited awareness of France's history. Through completing this project, I will gain a wider spectrum of French vocabulary and of past tenses, and I hope to increase my confidence in speaking French during my time in Lyon. I have also chosen this project because I hope to be able to create a resource which will be incredibly valuable to a broad variety of people.

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 History department in my school, as this is a key resource for background information about the Second World War. Although the department are accustomed to teaching the Second World War from solely a British point of view, many of the teachers have personal knowledge on the subject of France at this time; these are the teachers I shall target for my research. I also intend to utilise the extensive knowledge of all the teachers within the Modern Languages department; in particular, one teacher who is a native French speaker and another teacher who has invaluable family connections to the French resistance movement. I plan to make good use of French sources both in books and online, however I feel it is important to utilise personal contacts as sources as much as possible because the reliability of the internet is never certain. I will be carrying out the majority of my research while in Lyon in December. The purpose of this trip is to find unknown stories of people with connections to the French resistance. I will contact and arrange to visit both Prison Montluc and the resistance museum in Lyon. It is in my best interest to arrange to meet specific French people before this trip commences; namely these will be relatives of my teacher who have connections to the resistance of great interest to me, and which I am already well aware of. This will ensure the reliability of these French people being willing to help me with my research. I hope to make connections with French speakers within the Centre d'Histoire de la Résistance and Montluc Prison by phone or by email prior to my trip. Another source of information I shall access is the staff and pupils of our partner school in France. As some pupils are travelling to this school in October, I

will send with them a questionnaire for members of this school to complete and return to me.

How I will use my knowledge of languages

I will be using my knowledge of French in contacting sources in France and contacting native French speakers throughout my research. My French skills will be indispensable in gathering information from French internet sources as well as from French people. It will be hugely important to use my French in examining this period in France's history and in learning about the French resistance. I also intend to use French history books and various French films to broaden my research and make further use of my knowledge of French. My knowledge of French will be crucial when I am in Lyon in December; throughout this trip I will be using my French skills constantly. I will use my French to contact both the Montluc prison and the resistance museum in Lyon. I shall also make use of my French knowledge when preparing the questionnaire for pupils and teachers of our partner school. I will also use my knowledge of French when examining French internet stories to find stories of women from the resistance which have solely been conveyed in French. I will then need to study these sources to translate them into English, which should extend my existing knowledge of French.

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**

As my current knowledge of history is very limited to only a British viewpoint, one of the first steps I must take is to research this period of French history. It is crucial for me to gain knowledge of this subject before I fully begin my research, and then apply this information to my investigation. I believe that I have skills in this area already after completing the higher history course, but that this project will allow me to further develop these skills. While in France, 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 generally in speaking French, in listening in French and also to gain a broader knowledge of French vocabulary.

- **research skills – analysis and evaluation**

For research, I intend to begin with the internet and use French websites to improve my knowledge of the subject in question. Then, I plan to use books and general background reading to begin to interpret the actual role of women within the resistance. I will be using many contacts to continue more specific research- the aforementioned teachers within school and various French natives. A significant portion of my research will come from my visit to Lyon in December where I am going to visit both the Prison Montluc and the resistance museum. These visits will be a test of my ability to carry out research effectively and efficiently, as I will have a limited time frame to complete this research in. My analysis of the information will be hugely important in my completion of this project; I will need to condense my research to allow a conclusion to be drawn.

- **interpersonal skills – negotiation and collaboration**

I think that the greatest challenge of this project will be communication with French people and with my own personal confidence in carrying out interviews and discussions. I hope to gain a wealth of experience in interpersonal skills through these meetings with French speakers. I hope to successfully collaborate with the History department for my research and also to work frequently with the Modern Languages department- both of these departments I have worked with regularly for the past few years at school- in order to gain the knowledge necessary to complete my research. Collaboration with French people at the Centre d'Histoire de la Résistance and at the Prison Montluc will be a challenge because of my lack of experience in communication with French native; however, this is a skill I am determined to develop as the project progresses. I will collaborate with my peers who are going to our partner School in October on the French exchange. This will be essential to ensure that they know what kind of information I need them to collect.

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

Personally, I believe that throughout my school years time management is something I have excelled at. I hope that I can continue to work efficiently and effectively throughout the duration of this project, and that I aspire to complete work to deadline and to a consistently high standard. I think vital to the success of the project is my organisation, and I intend to remain well organised throughout all stages. An important part of my resource and information management will be establishing the blog I intend to start. This is crucial to the final presentation of my project being a success. Having a blog site will also allow me to organise my findings clearly.

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

Challenging myself is an aspect of learning which I have strived at in various school subjects, and I hope to set myself clear targets every step of the way. I enjoy working independently and being prepared for deadlines. I think one of the challenges which will come with independent learning is narrowing my research on a relatively wide topic, but as long as I have clear questions to answer I should be able to stick to my main focus.

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

I think that a key area this project will allow me to improve is my skills in logistics and contingency planning; if an aspect of my research or presentation was to go off course, I will be 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 physically presenting my findings, I feel this is something I will strive at through my experience in presenting projects in other subjects such as history or English. I intend to present my work in the form of a blog; this allows my research to be available to anyone. This will require researching different blog sites to determine exactly how my findings will be expressed, and then once my research is complete I can publish it. Having confidence in presenting is something which currently I lack in; I hope to develop my presentation skills as I share my blog with people later in the project.

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

I hope that I am able to fully utilise my existing skills in time management and stick to deadlines as successfully as I would in any other school subject. I am optimistic about carrying out research as the topic I have chosen is of great interest to me, which overall should help me towards my goal. Through the course of the project, I sincerely hope that my skills in conducting interviews, and using in my French language in a more practical way will improve. I anticipate that my confidence in presenting will grow, and by the conclusion of the project I shall be more comfortable in speaking with French native speakers.

Assessor feedback to candidate

This is a carefully considered proposal that incorporates your love of French with your interest in history. The focus on women in the Resistance is very specific and will allow your project to take a very interesting viewpoint. This project will allow you to focus on an area of personal interest to you, as a feminist. Information on women may not be as accessible as information you would find on the Resistance movement as a whole and you may find it more challenging to access stories solely on the role of women within the Resistance. This subject area is wide enough to allow for diversion if necessary and I am sure that you will build this into your planning. Your plan to interview French natives will have a positive impact on your language skills and should help you to become more confident speaking to a wider circle of people. You have already done some background research and established some relevant links and avenues to explore. I am certain that with your determination, focus and drive you will do your best to access this information. Ultimately, this should make a very unique, interesting project.

Proposal approved		Further work required	
Candidate signature			Date
Assessor signature			Date

Languages: Interdisciplinary Project

Plan

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	The Untold Stories of Women and the Resistance
<p>Is this a group project? yes <input type="checkbox"/> no <input 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> <p>Objective A - during August 2015 Objective B - end of August 2015 until beginning of September 2015 Objective C - must be completed before half term (October 2015) Objective D – during October 2015 Objective E – during November 2015 Objective F – 4-7th December 2015 Objective G – after 7th December 2015- January/ February 2016</p>	
<p>Planning (<i>how you are going to meet the agreed objectives of your project</i>)</p> <p>Objective A: conducting background research on the time period central to my project to gain a broader knowledge of the history surrounding my research. Background research will be crucial to my overall understanding of the period of history I am looking at. I intend to watch films and read books in French to gain a stronger knowledge of the time period my project will focus on. It is important that I carry out sufficient background research before I begin finding sources to use; this will ensure that I am completely aware of what was happening in occupied France during the Second World War before I begin searching for stories to use. Primarily I shall focus on using French internet sources as I feel this is the quickest way to gain a depth of understanding on how the war affected both Lyon and Paris. I have chosen to research primarily these two cities because Paris was located in the occupied zone during the Second World War, and Lyon remained in the free zone. I would like to gain understanding of the key differences between occupied and free France at this time. Finding books and films is one of the first steps I shall take; I am going to use the teachers of the Modern Languages Department to get both films (for example ‘Au Revoir Les Enfants’) and books which will aid my background research of this topic. I am greatly interested in discovering the varying types of resistance which were utilised during World War Two in France, and reading ‘Le Silence De La Mer’ in advanced higher French is proving useful for my background research. I believe it is incredibly important that I am sufficiently aware of the background to my project of choice</p>	

because I shall eventually be interviewing native French people who will be unfalteringly knowledgeable on this period.

Objective B: planning and arranging the logistics of my trip to Lyon

The most important part of my research, undoubtedly, will be carried out while I am in Lyon in December. I have chosen Lyon as the location for this trip because while researching the background of the resistance in France, I have found Lyon to be a centre for resistance action. Lyon was significant in France during WWII because they were not a part of occupied France; making Lyon the most important city in free France. I am also interested to use Lyon as a centre for my research because of how my project began; I am planning to hear firsthand how my teachers father-in-law found the story of his mother during the Second World War, and hope to conduct an interview with him to record this story. Situated in Lyon is the CHRD (Centre d'Histoire de la Résistance) which I plan to visit to research further the resistance movement in Lyon; as well as the Prison Montluc which was used by Germans during WWII to detain resistance fighters, which makes it an interesting place for me to be able to visit during my project. I will take time to plan the logistics of this trip and find the most cost effective way to get there. I will need to arrange both flights and accommodation and pick the best time of year to carry out this trip. This objective will also involve asking the management of school for permission to go out of school for my research which may be hard to obtain and I will need to justify the importance of this trip for the collection of information for my project.

Objective C: preparing and sending questionnaire to our partner school in France

Before the French exchange departs for France in October, I will need to have prepared the questionnaire for pupils to take with them to continue my research. I will need to find suitable questions to allow other people who do not know as much about my project to successfully carry out research for me. After planning the questionnaire, I am going to brief the pupils going to France on exactly what is required of them, and ensure that they are clear about what their task is. I need to ensure that they are willing, and keen to carry out this research to the best of their abilities; this will allow me to gain the best results possible from this stage of the project. While these pupils are with their host families, I will maintain contact with them to track their progress.

Objective D: establishing contacts within the resistance memorials (Prison Montluc and Centre d'Histoire de la Résistance) which I intend to visit

Once the Lyon trip arrangements have been finalised, I will make contact with the memorials I am going to visit. This will allow me to share the aims of my research with these vital resources, and establish contacts that I can confer with while I am in Lyon. I will use email to initiate contact with both of these places, however if I do not receive responses, I will find phone numbers to contact these sites. I am planning to use these contacts to arrange interviews and meetings while I am in Lyon, and because of this it is crucial that establish a contact with both Prison Montluc and Centre d'Histoire de la Résistance.

Objective E: internet research to find resistance women whose stories have exclusively been told in French

To fulfil this task I shall need to do extensive research on French history sites online; I need to find stories of women which are currently available exclusively in French, limiting their value. My plan is to search the internet for those stories which are

previously untold in English, and then to research further the women's stories which I find. I will then spend time translating such stories into English to use on my blog at the conclusion of this project.

Objective F: conducting research while in Lyon

This is the most important stage of my project: it is while I am in Lyon that I will conduct the vast majority of my research. During this weekend in December, I shall be: interviewing French native speakers about their personal family connections to the resistance; visiting the Centre d'Histoire de la Résistance and liaising with tour guides of this institution; going to the Montluc Prison to learn more about the treatment of resistance members in Lyon; and conducting street interviews in attempt to broaden the boundaries of my research. In order for me to be successful with each aim I have put in place, I will need to not only work constantly while I am in Lyon, but also be thoroughly prepared before the trip departs. By this stage, I will have been in contact with both of the historical sites I am going to visit. I need to make a faultless plan before I go to Lyon to ensure that everything runs efficiently and all goes to plan.

Objective G: collating research into final presentation of findings

After I return from France in December, I will begin the final objective of my project. This is to collate all the research I have gathered along the way into my online blog. To do this, I will need to be efficient at analysing research to publish my findings in an organised way. This stage will also involve selecting a blog site to use which best fits my criteria; and then fully establishing this by using all of my research. I will need to evaluate the usefulness of this blog site as a historical resource at the end of my project. I am going to get in contact with a historian to get some feedback about the historical usefulness of my blog.

Resources (*eg people, materials, places*)

I intend to get in touch with various French natives to conduct interviews in order to gain a perspective of the involvement of French women in the resistance. This will include contacts I will get from language teachers in school who both have family in Lyon. I shall mainly carry out these interviews during my weekend in Lyon, and I will need to thoroughly prepare before this trip. I am planning to conduct street interviews while in Lyon to gain a broader perspective and to make the best use of being immersed in French culture during this weekend. My resources will include the resistance museum in Lyon in which I shall be communicating with one of the members of staff whom I have already been in touch with. Another resource is the Montluc Prison in Lyon which I intend to visit. People I will use as resources will include pupils and staff of our partner school, and French contacts with useful connections to this specific period of history. A key resource I must use will be the blog website I select to publish my findings on, this will involve experimenting with different sites until I am happy with how I will present my research. My resources will also include the History department within school to get sufficient background knowledge. As well as this, I shall be sourcing my own reading materials and finding relevant films and/ or documentaries about the resistance in France. These resources will enable me to sufficiently background research the period of history which I am investigating.

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

My research methods will mainly consist of speaking face to face with French people. In doing this, I shall take voice recordings in order to ensure I am able to take the time to examine and fully understand what is being said in French. However I shall also use internet sources from trusted sites. Alongside this, I am going to gather background information from books and films, which I shall find during the first objective of my project. I will be in touch with the members of the French school who have received my questionnaire, which will be delivered by a few pupils during their exchange in October. During their week at our partner school in France, I will constantly be in contact with both of the pupils in question to ensure that they are successfully collecting information for me to use in my project. This is a crucial part of my research because these sources will allow me to gain a broader perspective of the involvement of women in the resistance. My research methods also include conducting street interviews while I am in Lyon; this will help to broaden the research I gather. In addition, I will be interviewing guides of both Centre d'Histoire de la Résistance and Prison Montluc to expand my understanding of the Second World War in Lyon and of the Resistance.

Presentation

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

If all goes to plan throughout this project, I will have created a resource which is valuable to all types of people interested in this period of history, specifically the involvement of women which is so rarely spoken of. For this reason, the benefits of this research will be tremendous to the variety of people concerned of the history of the Second World War, and such untold stories will be invaluable to future generations. My final project will include not only French stories which have never before been published, but also stories which have been made solely available in French will be retold in English. This means that my blog will be hugely beneficial to speakers of only English. As a feminist, I feel the task I have chosen for myself will be widely beneficial, making these stories of women available to all.

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

The most appropriate method of presentation for my project is for me to publish my findings online. This will be the most effectual because it allows unlimited access for anyone to my research. As my topic will reveal stories which have never been told before, it will be crucial to spread my research as far as possible. A key factor to my decision to publish online is that this allows me to create a resource which can be viewed not only in Scotland, but all English speaking countries. As English is the 3rd most widely spoken language in the world, and French is only the 18th, my translation of these stories into English will open them to a huge audience.

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 am relying on my school granting permission for my trip to Lyon in December; without this step my main research and planning cannot begin. I must also rely on the pupils who are travelling to France in October to successfully distribute the questionnaire I shall prepare in advance. Before this trip departs, I will make sure the pupils who have agreed to help me are clear on the task in hand. I am also going to constantly be in touch with them while they are in France to ensure this stage of my research is carried out. I will have to depend on the reliability of the stories which come back from the pupils who are helping me. One of my main dependencies is relying on my teacher to put me in touch with French people who have stories they are willing to share while I am in Lyon. I must depend on the reliance of the connections which I make during of before my trip to Lyon. Another dependency is relying on the responses from the Centre d'Histoire de la Résistance and Montluc Prison, however I have contingencies in place if they should ignore my emails.

Contingencies

Any anticipated problems

1. Not being granted permission from school to go to Lyon to extend my research.
2. Sending off the questionnaire to France and gaining few/no responses.
3. Not being able to verify the reliability of sources I am using.
4. Potentially having such extensive stories that it proves difficult to condense my research.
5. Finding that an abundance of stories with women as the focal point are not in existence.
6. The emails which I send to Montuc Prison and Centre d'Histoire de la Résistance are ignored by the recipients.

My plans for overcoming the anticipated problems.

1. (a) If the school have doubts about the necessity of my trip, I will overcome this by fully explaining my research to the senior management team in order to convince them that this is a crucial part of my research. I will devote my time to fixing this problem if it should arise as my trip to Lyon is the most important part of my entire research project.
(b) If for any reason the school does not permit the trip to go ahead, I will carry out all of my research through email, phone calls, skype and internet research.
2. This problem would only hold back my research if no responses at all came back. I would overcome this by asking my friends and teachers who are going on this trip to collect email addresses of those who have been given the questionnaire; this allows me to chase these people up should no one reply.
3. Relying on aural history/ anecdotal tales from French people is potentially unreliable. However comparing stories to each other and comparing along with facts from

	<p>wartime should allow me to verify the accuracy of family stories.</p> <ol style="list-style-type: none"> 4. This problem would require me to spend a vast amount of my time editing and reviewing anecdotal stories until I had reached a more manageable amount of research to publish. 5. If this was the case, I would be inclined to extend the boundaries of my research to include male members of the French resistance, and not exclusively females. If this problem persisted, the boundaries of story content could be enlarged further to include any story from war-time France, regardless of the mention of women or the resistance. 6. This will be resolved by sending follow up emails to both of these centres, and if this is still unsuccessful, I will phone the two centres in Lyon to ask my questions. This is guaranteed to gain a response.
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Method for recording my skills development and future areas for improvement

I will use the baccalaureate paperwork to record every stage of my project, as well as keeping a note of all the skills I am developing as my research progresses. I hope to make significant improvement in my confidence in speaking French amongst French natives; especially during my trip to Lyon- this is currently a key area for improvement. I'd like to improve generally in liaising and communicating with new people, relevant to my research (e.g members of the staff of the Centre d'Histoire de la Résistance and of Montluc prison). These interviews will also improve my knowledge of history. A significant area I hope to improve in is my listening skills in French; this will be tested when I am listening to voice recordings in order for me to write an accurate transcript. I feel this project will allow me to develop my presentation skills. As my findings will primarily be presented through a blog, this will give me experience in establishing a blog which is something I have never done before. As part of my presentation of my project, I intend to share my blog across the teachers and pupils of my school as a method of gaining feedback from different people. A skill which I hope I will gain through the course of this project is having confidence in myself and work which I produce; establishing a blog which must be shared with a variety of people will be a test of my skills in this area.

Assessor feedback to candidate

Your motives are honest and you have justified the relevance of this project to you. You have thoroughly considered every step of this project and the presentation in blog form is the perfect way to present your findings to a broad audience. You have selected relevant institutions in which to conduct your research. You have a tight schedule and I am sure that you will meet your deadlines. The focus on the success of this project is the trip to France. However, you should also consider virtual communication with these or other institutions as a way of gathering information. Focus on how you will self-evaluate your blog. How will you gather opinions from the readers of your blog? This will create opportunities for you to gain feedback. Your language skills should improve with all of the research you will have to do for this project. I am looking forward to reading this blog!

Plan approved		Further work required	
Candidate signature			Date
Assessor signature			Date

Languages: Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	The Untold Stories of Women and the Resistance

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)*)

My findings are being presented in the most appropriate manner for the type of research I carried out: through a blog. Before I went to Lyon I had encountered my first problem: I was denied the permission I needed from the Senior Management Team to take this trip to France. This meant I had to present my project before it had even begun in order to convince the SMT that this trip was essential and it could absolutely be justified. When this trip was permitted, I was finally able to properly commence my research.

After I finished finding the stories I wished to use (after the completion of my trip to Lyon) I quickly established this blog to allow me to post my findings as quickly as I could translate them. As I had so much translation work to do from French into English, the blog format meant that I could do this in stages and not take on too much work all at once. The other main contributing factor to choosing this was the accessibility of the Internet; I wanted an outlet for my research which is available to all to fulfil the aim of my project to open up these untold stories to the English speaking world. Before I could begin this stage of the project, I had to spend time choosing the blog site I thought would prove most effective. As this was a new concept to me, this involved some amount of trial and error before I arrived at a conclusion. I began with my blog on Tumblr and after a few days working on this blog, I decided that I didn't like this format and moved to a new site. I felt strongly that this original blog was too informal; using a social networking site like this one did not feel serious enough for the importance of the information I was presenting. I quickly deleted this original blog because of how unhappy I was with the format, and established a new blog on Blogspot. This was a more formal, serious layout and gave the appropriate formality to the stories of the women which I have told. I began posting the resources I had as soon as I had finished some translation work, and afterwards I focussed more on the appearance of the site. This allowed me to work on translation and use the web design element as light relief from the time I was devoting to translating the French stories. I used the formatting tools of the site to write each translated text in different fonts and styles; for me this represented how each woman's story is individual. After my blog was established I was able to track the number of views to my page. This allowed me to see that the research I have done will be used as a resource and will be useful and interesting to people other than just me. This feature also increased motivation to post more

regularly to the blog; there was an obvious correlation that the more I posted, the more views my blog received. Knowing that people were reading the work I have devoted so much time to really makes the entire project worthwhile, while also showing that I am fulfilling my aim of creating a resource for all to access.

My presentation continued as I began to share my blog with different spheres of people after the majority of my translation work was finished. I started by sharing the link to blog with all teachers and pupils in school on Holocaust Memorial Day. I picked this day to highlight both the horrors of the Second World War, and the importance of Resistance. From this, I was able to gain a lot of really positive feedback from teachers who had taken the time to explore my blog. This included getting responses from all members of the Senior Management Team (who had-ironically enough- once denied me permission to even undertake my trip to Lyon) As a result of these responses one member of the SMT invited me to present my findings in the form of a lesson to an S1 English class.

I accepted this invitation and prepared extensively to teach a lesson to these first years about the Resistance and my project. At first, I was worried by the prospect of presenting in front of an audience; I assumed that I would never have to present as my main method of presentation was my blog. I began this lesson with asking the class questions to assess their general knowledge of the Second World War; given they had been studying Anne Frank in class, they were all extremely knowledgeable about the Frank family, the Nazis and concentration camps. I then began explaining to the class about the occupation of France at this time, and they were clearly very interested in this. I set my first task: I gave out copies of a few of the women's stories exhibited on my blog alongside pictures of both Resistance women and men. I asked the children to decide whether they thought the stories told were about men or women and the response was very interesting. I then explain the story of my teacher's father-in-law and how my whole project began. After this, I asked the class to open up my blog site on individual laptops and choose a story of a woman who inspires them. It was really interesting for me to see how my stories could affect not only adults; but young people could feel inspired by the Resistance stories of these women too. This lesson was a huge success; I had the full attention of every member of the class and they completed each task I set them enthusiastically as well as listening carefully to my presentation of the importance of the French Resistance.

I continued my presentation of my blog by sharing this with members of my family and friends. I also made contact with a historian, who gave me useful feedback on my blog as a method of presentation. She also gave me constructive criticism with regard to how my blog could be improved.

Finally, I am going to share my blog through my various social media accounts- on Twitter, Facebook, Pinterest etc. This will allow me to spread these untold stories of Resistance women further than just to people I know, and to really share my blog publicly.

Assessor feedback to candidate

Your blog is wonderful! You have really showcased these women and you have achieved what you had set out to do by publishing the Untold Stories of Women and the Resistance. You have inspired me through your passion and interest in this period of history to record my own family stories and through your blog I have

accessed accounts I had never heard of before. Your blog is accessible to all ages and you use a range of media, you have videos, photographs, sound files and text. You have received positive feedback from a spread of people with a range of interests; including the Headmaster, teaching staff, your peers and the younger pupils. A colleague has shared your blog with a Parisian board member of UCAPE who said, 'work done by this pupil is very interesting and should be known'. The S1 pupils have responded very well and have continued to speak about how you have inspired them in the follow-up lesson with their class teacher. Your research was so extensive and how you organized this information is impressive. Your passion drove this project forward and it seems like you have inspired so many others to carry your work forward. You have fulfilled your ambition in keeping the bravery and experiences of these women alive. You have really tested your translation skills and you have succeeded in producing accurate accounts of these women's stories to an audience that had no previous access to this information.

You have become more confident in your own linguistic abilities and rightly so! I was lucky enough to witness your self-confidence grow when discussing my family stories with my in-laws in French. They were impressed at your level of language and I am sure that the weekend of complete immersion was of great benefit to your self-confidence. You were well prepared before leaving for Lyon despite the possible setbacks. I was impressed to see you continue to communicate with your contacts and organise visits and meetings despite the possibility of the cancellation of your trip, as you said, perhaps your own personal act of resistance. This project has been a huge success; the people who were involved feel valued and you better understand your capabilities, both in French and in research. You are ready to develop and present your own ideas and interests, which has been fantastic for your confidence. Teachers and pupils have all commented on the blog and are interested in finding out more about the women you uncovered to them. You are a true inspiration! Thank you for taking me on this interesting journey into a period of history that I only had a basic understanding of. I now know more of my own family history and have read countless books on the subject as a result of your project! Thank you for inspiring me, thank you for educating me.

Candidate signature		Date	
Assessor signature		Date	

Languages: Interdisciplinary Project

Evaluation of project

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	The Untold Stories of Women and the Resistance								
<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. The trial and error nature of some of the methods I had chosen unquestionably contributed to the overall success of my research; this meant that contingency plans were crucial to overcoming the multitude of barriers which I faced at one time or another.</p> <p>As the Paris attacks on 13th November 2015 would prove, it is impossible to plan for any event; it is beyond impossible to have contingencies for everything which could potentially go wrong. As these attacks happened within a month of our departure date to Lyon, our safety in travelling to France was thrown into question. As this point, I lost belief that I could complete my project. However, after much deliberating, it was deemed that the trip would go ahead. This in itself- ironic as it may be- was an act of resistance. We refused to allow such a horrible act of terror stop us from collecting this research; this research which details how one nation fought secretly against the terror of the Nazis during the war.</p> <p>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 by only me. For example, in October when I set some pupils who were going to our partner school in France the task of finding resistance stories for me, this ultimately failed.</p> <p>However, the greatest achievement I felt during my research was the success of my trip to Lyon in December. This trip allowed me to: collect all (if not more) of the data I needed; become completely immersed in the French language; and learn about aspects of the Second World War which I had never known about previously.</p> <p>Overall, my project has been a success. I have created a resource which is historically innovative and accurate, and collating and translating women’s stories of this period is something which has never been done before. I have succeeded in developing my own skills as well as creating this resource. My translation skills</p>									

have improved greatly; the first few translations which I attempted seemed the most difficult and I had to seek help from my assessor in the early stages of translation. 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. My understanding of spoken French has also improved; being fully immersed in French language while in Lyon was something I had never experienced before and was so valuable.

The eventual success of the project proved to me the importance of not giving up; at points where my research was slowing or seemingly drawing to a close I had been tempted to give up, or to change the aims of my project. At one point, I had a slight emotional breakdown about the lack of progress I was making through internet research. I attempted to change the aim of my project and involve war-time stories from the UK which obviously would have made my project far too broad. However at this stage I relied on the reassurance of my assessor to stick to my original project; which of course proved to be a huge success. This was a stage which taught me a great deal about self belief- something I have often been lacking in throughout school and specifically throughout this project.

The success of this project also comes from the value of the resource I have created. This was something which at the beginning of the project, I was working towards completing the task for myself; all the research I was doing was for my own personal interest. The point of my research changed as the project grew; when I was in Lyon, I no longer felt that the research I was doing was just for my own interest, but also for the women who I was commemorating. It became important to me that I was marking the lives of these brave women, and telling untold stories which deserved to be told. However, this drive developed further as once I had established my blog, my focus became showing these stories to people and gaining feedback about how my blog affected its readers. The research I have done has been initially solely for my own interest; then developed to focus on the women of the Resistance whose stories I was telling; and is now for the people who will read and discover my blog. This gradually changing focus has contributed to the success of my project; I have completed this task not just for myself, but for the women of the Resistance and for the audience of the blog.

Teaching the lesson to first years in my school allowed me to gain feedback from another source, from a different age group. I have received extremely positive feedback from both the class teacher and the pupils of this class. I have had reports from the pupils of this class with opinions of my lesson; it is abundantly clear from this that all the pupils felt both informed and inspired by the women I had presented to them. They were all shocked by the horrible tortures these women had gone through, and the bravery which they had demonstrated.

How effective were my communication methods throughout the project?

My communication methods were particularly effective in the stage of my project which allowed me to collate the majority on my research: my trip to Lyon. I can assert with some confidence that the sheer number of stories of Resistance women which now appear on my blog would not be there had I not established contacts

within the Resistance Museum before my departure to Lyon in December. I had been in contact with a representative from this museum; in October I explained the aim of my project to her, and then through November I was in email exchanges with her to establish which resources at the museum I would be permitted to utilise; in December I went to the museum, met with her and she helped me to explore the archives of the museum. My communication methods were also effective as I managed to get my teacher’s mother and father-in-law to talk about their family’s respective Resistance stories. They were both originally reluctant to complete this interview with me, but they were persuaded to open up and share their histories with me.

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

The project I have undertaken is in fact far from finished; the boundaries to the research I could do could be considered almost limitless. One of the hardest tasks of this project was narrowing down the outline of what I wanted to find out because the subject is so broad. This research needs to be continued; while my project thus far has focused on solely women and all research was conducted in just Lyon, there is enormous potential for research into the men of the Resistance, and into the stories of the rest of France. An historian also contributed feedback on how my blog could be taken further: “It would be good to see this blog expand to include more women in the French resistance, and perhaps wider to highlight other ways in which women have been instrumental in resisting oppression during political strife and upheaval.” This is particularly interesting because she highlighted to me ways in which this blog could be expanded which I had not previously thought of. My research is also being taken further as I am now researching my own family’s history during this period. As I am half-Jewish, I have a new interest- stemming from this project- to find out how the Jewish side of my family were affected by the Second World War.

Candidate signature	Date	
Assessor signature	Date	

Languages: Interdisciplinary Project

Self evaluation of generic and cognitive skills development

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	The Untold Stories of Women and the Resistance

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 languages you have learned. How did you use your knowledge of languages 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 broaden my own knowledge of both French history and of French language. I set out to discover a period of history which I did not know well (if at all). Now, I have gained not only an understanding of the workings of the French resistance during the Second World War, but also I am more aware of the personal stories of the time; the sacrifices, the risks and the torture the of women of the resistance. My skills in listening and speaking French have improved greatly- being immersed in the French language during my visit to Lyon allowed me to use my French more than any opportunity I've ever had before. I used my French most when contacting both the museum and prison in Lyon before the trip, and in speaking to people within these two memorials while I was there. This experience greatly improved my confidence in speaking French.

One of the biggest challenges I faced was tackling the voice recordings I took of testimonies of resistance stories. I would maintain that my current level of French is not good enough to successfully complete this task without assistance, but I was quite determined to work as independently as possible; this determination was perhaps misplaced however I did persevere and managed to write transcripts for these recordings fairly accurately by myself. This took days and days of listening to recordings on repeat, which may have driven me slightly to insanity, but my strive to push my skills to the test did pay off. I improved my understanding of French language in this stage of my research.

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 set out to do research in three main stages, these were: doing general online research and background reading; using our partner school in France to gather further evidence; and finally my visit to Lyon where the majority of my research would take place. At the conclusion of the project, I can say that this plan did not exactly remain intact; in the end almost all of my research came from visiting Lyon, and my other methods did not pan out as I'd once expected. Resources I tried to use in our partner school in France simply came to nothing and this was a stage in which my contingency plans were essential. In terms of evaluation of research, after my return from Lyon I spent a huge amount of my time collating, translating and analysing the data which I had collected. As the task I'd set myself was to find untold stories of women in the resistance, online research did not prove fruitful. My research excelled when I was in the archives of the Centre d'Histoire de la Resistance et de la Déportation. Here, I found stories of women who I had not heard of despite the expanse of time I had spent internet researching. These stories were both obscure and unknown, but were exactly what I searched for.

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 stages throughout this project, I faced walls in research which I thought I could not overcome. There were weeks where I tried to change the entire nature of my proposed project simply because one stage of research wasn't going to plan, but these were times I had to get past. My concerns consistently before I went to Lyon were that I didn't have enough research to make the project a success, and that my contingencies wouldn't hold strong if going to Lyon didn't give me the research I required. I was-potentially- lacking in self believe at the aforementioned stage of the project. However upon arriving at the Resistance museum, I discovered that my concerns were misplaced and collected the data which I needed from the archives of the museum and through discussions with the archivist. I discussed any concerns I had regularly with my assessor which helped to keep me on track.

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, on the other hand, varied from week to week. I dedicated significantly less time to research before I went to Lyon because I continually felt that I wasn't getting the results I wanted. My lack of motivation was a potential barrier to the success of the overall project but I managed to turn this around. After my return from Lyon, I became enthralled and captivated by the translation work I had set myself.

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 the museums I planned to visit was probably the most important thing I did in the entire lead up to the trip. Had I not been in contact regularly with the person in charge of the Documentation Centre above the Resistance Museum, I would not have been allowed access to the archives where I found the majority of my research. This was a stage in which independent learning was crucial; I took the time to explain to these French institutions the nature of my project to see where I could find resources to help me. 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 occasions. I had a wealth of contingency plans in place to correct where I was sure things could go off course, and largely my contingencies were either not required or fixed problems effectively. In November where I hit my 'brick wall', I used plans I had set previously to motivate myself to continue. I was affected by my research not being as successful as I'd assumed it would've been at this time, but my contingencies allowed me to abandon the stages of research which were proving useless and move on to planning for my trip to Lyon.

My contingencies also came into effect earlier on in the project when the idea of going to Lyon for research was denied by the SMT. This was a stage where I had to step up and use my own initiative to convince and persuade others of the promise which my project held, and this in turn helped me to become more motivated at the value which this research held, not just for me but for others too.

Presentation skills

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

I presented my findings in numerous different ways: firstly my blog, which was then shared with teachers, pupils, family, friends and places further afield. This presentation included all of the stories I had found in Lyon and had worked to translate quickly and efficiently. I have had a wealth of feedback from my blog; members of the SMT and various teachers have commented on the successful layout of my blog in presenting the information. I have also been frequently complimented on my obvious determination to spread stories of a history which is widely regarded as 'untold'. It is clear that the stories I have selected are poignant enough to resonate with anyone who reads them. This feedback from my blog has

reminded me that I have managed to share stories which otherwise would be left accessible only in French. In this way, I have fulfilled my own aim to give the Resistance fighters the recognition they deserve by telling their story to a wider audience.

My other methods of presentation included teaching a lesson about the French resistance to S1 and using my blog as a resource. I was able to see how my blog could be used practically in a classroom; I set the groups a task to find a woman on my blog who inspired them, and this helped me to see how reading these women's stories could have an effect on people of all ages. I was extremely nervous of presenting to an audience, but I was determined to get this class interested in the Resistance and the stories on my blog. Feedback from this lesson has been entirely positive; from the task which the class carried out I was able to see how they had individually felt about reading my blog. I received letters of thanks from all the pupils of this class in which they explained how they felt after my lesson: "You have inspired me to research similar subjects about the untold stories of women throughout our time on this planet. There must be thousands of them!", "Before you talked to us yesterday I had no idea about the French resistance...All of the stories were inspiring as they were all innocent and ordinary people who put saving Jewish lives in front of their own." Receiving this feedback reassured me that my presentation was successful and I have inspired a younger generation to do their own research and find out stories which have never been told. My confidence has improved in myself; I was wary of delivering a presentation right from the beginning of the project, and now I know that this is something I am more than capable of, and in fact came to quite enjoy.

I also shared my blog with a historian and research fellow at the University of Birmingham. She gave me positive feedback on my use of resources and my translation work. However, she also provided me with some helpful criticism from which I adapted a portion of the introductory paragraph on the blog. This stage of presentation was really interesting for me as I realised that the resource I have created is actual historical evidence: "This blog not only celebrates and commemorates the lives of these women, but is also a great historical resource that I'm sure will be useful and interesting to many." This feedback from the historian was important in helping me to improve my blog to be a useful historical resource. My presentation of my blog continued as the site was shared by the University of Leeds Human Rights Journal. This page is notorious for sharing poignant and interesting articles so I was taken aback to have my blog shared by this page. This will also allow my blog to gain a wider audience of readers.

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 this project were: hitting boundaries in research to the point I didn't know how to continue; dealing with criticism; presenting myself confidently and showing exactly how much work I was putting in; and testing my own capabilities in speaking and understanding French.

Undertaking this project has not only allowed me to develop skills in language, research, working to deadlines, problem solving, overcoming barriers, but I have learnt more about myself. Out with the baccalaureate I had to decide which university courses I wished to apply to and my trip to Lyon renewed and reassured me that French is what I want to study. Through this trip I was allowed an insight into France and its history and culture that purely learning the language has never shown me. I was forced into situations where using my French was my only option, and this allowed me to develop my skills in listening and in thinking quickly in another language which will no doubt be useful when completing advanced higher French in May. I feel not only more confident in speaking French, but I feel more capable; listening to native French speakers non-stop for the weekend proved to me that I do know more French than I thought I did, and assured me that I am capable of speaking and understanding French.

The element of this project which proved one of the greatest learning curves for me occurred when I hit a brick wall in my research. Before my trip to Lyon, the French exchanges pupils had returned with no research good enough for me to use, and my internet research was at a dead end. At this point I didn't know how I could continue; I was completely ready to give up. I could not have continued without the support of my assessor. Learning to overcome barriers like this is something I will take with me through university and beyond; I have never before felt so strongly that my only option was to abandon what I was trying to do, but now I am fully aware that giving up should be the only thing which is not an option. This part of my project was not merely a learning curve, it was a life lesson.

Words cannot describe the usefulness, the value or the necessity of this trip to Lyon. Not only did I successfully carry out research about Resistance women and visit memorials and museums which reassured my interest in this subject, but I discovered how I felt about my own heritage. Being of Jewish descent I'd never really considered how relatives of mine could have been affected by the fascism movement during the Second World War. It was only when I came to visit the Montluc Memorial Prison in Lyon that I read stories of Jewish families once imprisoned there, imprisoned not because they were militant, or even resistance members, but because they were Jewish. This was something that hit me hard, on a personal level. Some of the stories told of people who weren't practicing Jews, arrested merely for having Jewish ancestry. I would consider myself to be half Jewish (with my dad's entire family practicing Judaism; this isn't a part of my immediate family because Judaism is passed down the female line) and this means that if I was to consider a certain number of variables- I'd been alive during the War, my family had been in mainland Europe- we would have been another of these families, imprisoned, deported or killed for having Jewish blood. While walking around the prison in Lyon, I felt shaken by these stories. Going into cell after cell and reading the tales of Jews being not just murdered but tortured because of their faith; a faith which my family share with those who suffered during this war- was horrifying. Inspecting the outer wall of Montluc, covered in bullet holes where Jewish prisoners were once lined up to be shot visibly upset me. I was inspired by this to find out more about my family's history, and my Jewish roots. This experience didn't just show me the stories of resistance women and their imprisonment, but allowed me an insight into my own family's history, and I grasped an understanding which I've never had before- how I feel about the Jewish path

which I come from. This understanding has led me to research into my own history, and I have begun a search into the Jewish path of my ancestors who travelled across Europe during the early 20th century. My blog has not just opened up this path for me, but has also had a similar effect on my brothers, both of whom are now doing their own research into our Jewish family's history. I have seen, from this, how my blog can not only stem interest in terms of the Resistance and of women's history, but also into personal family stories.

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)*

Languages: Interdisciplinary Project

Assessor Report

Candidate name

Candidate number

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.	✓
Clear identification of how the target language(s) will be used.	✓
Identification of opportunities for:	✓
• own skills development	✓
• collaborative working	✓
• accessing less familiar learning environments	✓
• application of language 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>The candidate had very clear objectives and embarked upon a truly fascinating area of interest to her. She has been very clear with her intentions of where she would like this project to lead and has justified her project well. She has identified her development needs in language, presentation and confidence. She has an ambitious project with a lot of collaborative work abroad with unfamiliar agencies and contacts. She has already selected connections that are relevant to her research and should enhance this project. Some interesting future contacts could be established. This is a very well conceived project and the goals that she has set herself are very ambitious but achievable with her drive and determination. Her interest in history, feminism and French will allow her to combine all of her passions and should encourage her to complete her project. Her intention to travel to France and her dependency on others to gather information is where she may find difficulties. She is driven to uncover stories that</p>	

<p>have previously been untold in English. The drive to research for others benefit at such a young age has to be commended. She seems driven and excited by this project and I have no doubt that she will produce a quality research and an interesting presentation.</p>	
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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	
<p>The objectives in her plan meet her intentions stated in the proposal. It is a well-considered plan, she has also incorporated reading from her AH course. She is very organised and has set herself realistic timescales in her research. She already identified many of her contacts in her proposal and has once again highlighted the same resources in her plan. She has highlighted factors that may impact negatively on her project and has planned contingencies. She has put a lot of focus on the trip to Lyon, although she will be able to pursue her research without travelling to France. She is determined and I have no doubt that if the school does not authorise her trip, she will travel in her own time or conduct her research from a distance using digital communication. She has highlighted her own personal development and has ensured plans in this project that will help develop her confidence, language, digital media skills and historical knowledge.</p>	

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	
<p>The blog is wonderful! I am delighted at the quality of her research. I saw her in action in the archives of the museum in Lyon and in the prison, reading materials and interviewing. She translated a huge amount of materials and carefully selected the main points to report on her blog (with no help). She now has a lot of experience translating and has commented on how she feels more confident understanding and using the language. She carefully selected a relevant day, Holocaust Memorial Day, to present her project to the school. Due to the interested generated from her blog she was invited to host a question time event to a first year class in the English department. Everyone from S1 to SMT showed a genuine interest in her project. She has enthused others into their own research and generated a lot of interest in the Baccalaureate, even amongst the S1 pupils.</p> <p>Her blog is well presented. The presentation allows anyone of any age to engage and learn short, interesting histories of the women who formed part of the Resistance.</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	
<p>Before the trip to Lyon, she was unable to find any relevant information on the internet and so was almost ready to change direction, with a little persuasion I was able to convince her to keep going. She has since said that she is now more resilient and learned that there is always a way to discover more. The evaluation of her project shows that she is proud and she has acknowledged the quality of her blog and its content. She has found the whole experience invaluable and has learnt some invaluable life lessons as a direct result. She has experienced first hand how research grows and I would not be surprised if she acts on the suggestion by the historian to continue this project. I know that her family have started their own personal research as a direct result of her Baccalaureate project. Certain younger pupils and some staff members, as a result of her blog and presentation, have decided to embark upon their own research into this period of history. Therefore, I consider the project to have been very successful and well communicated.</p>	

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	
<p>The candidate has produced an excellent project and she now acknowledges this. This project has greatly improved her confidence and self-belief. She tried to explore too many avenues before her</p>	

<p>Lyon trip and she was almost ready to make her project too broad, she has learnt from this. She had her little struggles and battles to ensure that her project would reach its full capacity and she won these battles. Her research is credible and interesting. She gained feedback from credible sources and their feedback also helped her self-esteem. The whole project has been selfless. She has been driven to expose some acts of brave women and eventually inspired her family, staff and younger pupils in the school. Her work is shared on the public domain and I have no doubt that her work will continue to inspire others.</p>	
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The overall grade will be:

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

Overall Grade Awarded	A	B	C	Unsuccessful
Additional Comments/Overview				
<p>The candidate has worked unaided and silently on this project. I knew that she was inspired after the Lyon visit and she accessed reading materials and films that I had never heard of. She was so selective of her blog and would not present her work to anyone until she was completely happy with how it looked. She was very conscious that her blog was almost a eulogy to these women. She finally uncovered her blog and left me alone to read it. I was astonished at the amount of work and time that she had spent translating audio files and texts. She is proud of her work. It is an excellent piece of history presented to a modern audience. These women no longer lie in the archives as a result of this project.</p>				

Assessor signature _____

Date _____

Internal verifier signature _____

Date _____