

Languages: Interdisciplinary Project

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Policing in Europe: Comparing the Structure and Tactics of European Police Forces								
Project outline									
<p>The aim of my project is to make a study of police forces from across Europe, to discover the structure used by these forces and the tactics that they use in tackling crime. The police forces I intend to study are those of Scotland, France and Italy, as this represents a wide variety of methods and policing structures.</p> <p>My primary aims are;</p> <ul style="list-style-type: none"> • To find out, through the resources made available to the public, about the structure of each police force (involving rank, hierarchy and the chain of police command), and be able to comment on any significant differences between the three countries. • To contact representatives of each police force in order to interview them about the tactics and methods used in policing, why those methods are used, and again comment on any differences 									
Reasons for choosing this project									
<p>This year I will study Advanced Higher Modern Studies and our Subject Unit is that of Crime, linking in well to my IP and will provide me with research material, especially for Scottish police. Having considered several Modern Studies related projects and discussed with my teacher I have been interested for some time in pursuing a career in Law, and therefore chose IP focusing on the subject of Policing, which will give me a great deal of knowledge if I choose to continue in this area, especially if I pursue a career overseas, as a knowledge of the differences between national police forces will undoubtedly be useful.</p>									
The broad contexts this project will cover are									
<input checked="" type="checkbox"/> Citizenship			<input type="checkbox"/> Enterprise			<input checked="" type="checkbox"/> Employability			
<input type="checkbox"/> Economic development			<input type="checkbox"/> Sustainable development						

Learning environments I will access are

A great deal of my project will involve establishing links with and speaking to representatives of various police forces, using the learning environments that they have at their disposal. A lot of research will also be done using the library resources and resources from the Modern Studies Department with ICT.

How I will use my knowledge of languages

A great deal of communication will be necessary for this project, between myself and the various police forces I wish to research. Talking to force representatives, interviews either via email or telephone, as well as drafting questions will all put my language skills to good use.

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** - While I feel my French language skills have a solid grounding, they will certainly be improved a great deal by using it in conversations and interviews, as this will increase my confidence. My knowledge of Italian will benefit even more so, as at this early point my knowledge of the language is not very extensive.
- **research skills – analysis and evaluation** - I look forward to collecting and analysing material research, as I have experience doing so and I feel that this will improve my skills in this area.
- **interpersonal skills – negotiation and collaboration** - I have little experience negotiating with the police, and therefore stand to gain a great amount of personal experience in the field of interpersonal communication skills. I have little experience in conducting one to one interviews, so this experience will increase my confidence in this method of conducting research.
- **planning: time, resource and information management** - One issue I have is that I have difficulties with time keeping and keeping to deadlines. This project has loose deadlines, which will improve my skills, without putting too much stress on the project aims.
- **independent learning – autonomy and challenge in own learning** - I will certainly improve my ability to conduct my own learning, independently of teacher input-this will serve me well in further education.
- **problem solving – critical thinking: logical and creative approaches** - While I hope that the project will proceed smoothly, if there are problems and difficulties

in the process, these will help me refine my problem solving skills.

- **presentation skills** - Having to present my project to my fellow pupils, teachers and representatives of the three police forces I need to communicate with will help iron out the lack of confidence that I sometimes have when making presentations.
- **self evaluation – recognition of own skills development and future areas for development** - While at the moment I find it difficult to see how I am improving my skills, a long term project will allow me something to compare to- I can evaluate an early interview against a more recent one, for example. This will be very useful for me in the future.

Assessor feedback to candidate

You have chosen a project with very strong personal relevance and with very strong links to the broad contexts you intend to cover. It is even more relevant at the moment, coming at a time in which we have just witnessed the policing of the recent riots in England.

This project should give you ample opportunity to use your languages, even though this may be quite a challenge for a beginner in Italian! It will be interesting to see how much you benefit from this added opportunity and whether there is a noticeable difference in the way you carry out your research in France and in Italy.

I like the fact that you have already identified one area in which you would benefit from some skills development- your time-keeping and keeping to deadlines- a skill which is invaluable throughout the whole of your life. I hope that working on the IP will enable you to develop and mature in this area.

You also mention your intention to work on your interpersonal skills and particularly on your skills of negotiation and collaboration. I have no doubt that you will learn a lot in this area and that you will gain in confidence as the year goes on.

Your work in the Modern Studies Department and in the Modern Languages Dept. should fit very well together as this is indeed a very natural interdisciplinary link.

In fact, this is a very interesting Project and I look forward to learning about policing in Europe from the results of your research this year.

Proposal approved	Yes	Further work required	
Candidate signature		Date	
Assessor signature		Date	

Languages: Interdisciplinary Project

Plan

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	Policing in Europe: Comparing the Structure and Tactics of European Police Forces								
Is this a group project? no <input type="checkbox"/>									
If a group project my individual role or responsibilities will be:									
Timescales By the end of October, I plan to have finished researching and conducted my interview with the Scottish Police. This will be limited by the fact that I am on holiday for the first week of October. During November I will conduct the majority of my research on French and Italian police forces, using my local library resources and the internet. The first part of December will be taken up by contacting and arranging for an interview with a representative of the French police and formulating the questions that I will ask the French police representative. During the Christmas holidays, I will travel to France, and intend to conduct my interview there and use local resources there to do further research. During January, I want to concentrate on my preliminary examinations, so I will not make much progress in this month. In February, I intend to contact the Italian police and arrange communication with them. I also intend in this time to create the questions that I will ask them. The communication with Italian police will be more time consuming, as my grasp of the Italian language is not as strong. I hope to gather and edit my evidence and information into a presentation after that, so that in mid to late March, I can do my presentation. My evaluation of my presentation should be completed shortly afterward.									

Planning

Objective 1- Research structure and tactics used by the police forces in three European countries.

This will be done through independent research, primarily using the resources that the Modern Studies department have on the structure and tactics used by the Scottish police, whilst my research on the police forces of France and Italy will be done using the resources my local libraries have to offer. This information will be supplemented by information taken from the internet-both from the home websites of the forces in question, and independent sites regarding the subject.

My research on the structure of forces will concentrate on

- a)the break down of different forces, including each one's individual jurisdictions and responsibilities
- b)the 'chain of command' system-who is in the leadership, and who takes what responsibilities

My research on methodology will concentrate on how the police force in question will deal with three different crimes;

- a)a burglary
- b)a murder
- c)a drugs offence

Objective 2-Contact Police Forces to interview them

My first concern will be contacting the Scottish police. I will first ask local police officers I know if a formal interview can be arranged with a suitable representative from the local force. The time and place of the interview should not be an issue, as I will be in the local area. Contacting the French police will be more difficult. I plan to contact the Chamonix police- my aunt owns a property nearby. I will visit the Chamonix area in December, and organise a face-to-face meeting if possible. If this is not possible, I will try to organise an interview over the telephone. To contact the Italian police, I will have to rely on the force's home website. I will try to arrange a conference with a police representative via email, but I am ready to accept that I may not be able to contact a representative. I will use the information gathered to verify the facts I will have already gathered, and supplement them.

Objective 3-Present Information

I plan to use a PowerPoint Presentation, to share my findings with an Advanced Higher Modern Studies class.

Resources

I will extensively use the resources of my local libraries. I will also do a lot of my research on Scottish police using the resources provided by the Modern Studies department. Information will be gained from the home websites of the police forces in question. I will also try to visit the countries in question and use the public resources like libraries there for research.

Research methods

My research will include the use of public library resources both in my local area and abroad, as well as the internet. My primary research will be composed of the interviews with the police representatives, as well as the exchanges by email and letter.

Presentation

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

I think that a class studying Modern Studies, especially at Advanced Higher level would benefit most from my presentation, as my project has quite a political outlook. The Advanced Higher course especially focuses on crime and ways of dealing with it, so my presentation on policing would be of particular interest to them.

- What methods are appropriate to my audience(s)**

I plan to use a PowerPoint Presentation to get the information across to my audience. As an Advanced Higher class, they will be well used to seeing PowerPoint and will both understand and appreciate the information that I am trying to get across to them

Dependencies

My project depends on the cooperation of the police forces I intend to find out about; it will be important for them to respond, give representation and supply me with relevant information if my project is to go as well as planned.

I also rely on the library resources I will use to have relevant and useful information, especially about foreign police forces.

Contingencies

Any anticipated problems

- My knowledge of Italian is not up to the same standard as my other languages; I will find communication with the Italian police more difficult than with other forces.

My plans for overcoming the anticipated problems.

- While I hope to have face-to-face conversations with the representatives of the Scottish and French police, my communication with Italian representatives will be primarily by email-this will give me more time to compose my questions

<ul style="list-style-type: none">• If any Police forces refuse to cooperate, this will be a problem• I may be unable to access enough data from local resources, like libraries, about foreign police forces to cover them in enough detail.	<p>and replies.</p> <ul style="list-style-type: none">• If a Police force refuses to cooperate, I should still have got enough research from other sources to stand up on its own without their direct help.• Although I may not be able to access enough material at home, I will visit France later this year, and the resources there will be sufficient to cover the police in enough detail.
<p>Method for recording my skills development and future areas for improvement</p> <p>My Baccalaureate Progress Log will prove invaluable for recording my progress. It will allow me to look back at how I have progressed, as well as recording what skills I need to develop.</p>	
<p>Assessor feedback to candidate</p> <p>You have an extremely clear idea regarding the relevant milestones to be reached in the planning of your time management. The fact that you have factored in the times in which you will be otherwise employed is an early indication that time management should not prove too difficult for you.</p> <p>You have set out a very logical and detailed Plan with clear objectives at each stage. The attention to detail that you have applied at this early stage should help you to keep up the momentum needed to carry out your research. The contacts you already have in France will prove very helpful in allowing you to conduct your research and make use of your French.</p> <p>You have considered the resources and research methods you intend to employ but I suggest you try to widen both your primary and secondary research. I hope you will also be able to use your Italian in the course of this as well as your French.</p> <p>As far as your Presentation is concerned, I agree that an Advanced Higher Modern Studies class would be in the best position to appreciate the results of your research. It may also be worth considering that a member of the Scottish Police Force would find it interesting and would like to attend.</p> <p>You have a clear idea as regards dependencies and their possible impact on your project. Because of this, you have been able to anticipate possible problems and consider some very interesting contingency plans. I am pleased to see that you are already considering your language skills development and have come up with a way to give yourself more time to prepare the parts of your project carried out in Italian. You also have a clear back-up plan at every stage so your ability to anticipate should stand you in good stead for this project. You recognise that problem solving is an important</p>	

~~part of skills development and I am sure that your mature approach to the IP will allow you to overcome any challenges you are faced with whilst carrying out this project. You need to make good use of your Project Log to help you reflect on the development of your skills at each stage.~~

Plan approved	Yes	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	Policing in Europe: Comparing the Structure and Tactics of European Police Forces

How I presented my project findings

I presented my project findings to my Advanced Higher Modern Studies class in the form of a PowerPoint presentation, accompanied by a talk by me. The presentation had a simple layout, putting the basic facts on the screen, while I provided greater detail verbally. The presentation was mostly in English, but I verbally translated any phrases from Italian or French (e.g *La Guardia di Finanza*)

I dealt with each country individually, starting with Scotland, then moving through to deal with France and then Italy's police forces. Each police force had at least one individual slide to differentiate easily between them. Comparison was made primarily verbally, as I compared the details of each force. After the presentation, I took questions.

I chose this method of presenting my evidence, primarily because I have made several presentations in this form and consistently find it easy to use and display information. Also, I feel it keeps the audience's interest because there are both aural and visual aspects of this sort of presentation. Also the Advanced Higher class receives much of the course content using the 'SmartBoard' to relay information.

Assessor feedback to candidate

You gave a confident and informative presentation in which you showed the depth of the knowledge gained during the completion of your project.

You presented your findings in a logical and straightforward fashion and **did not bombard the audience with too much detail**. Choose the information shown on the

slides with care. You were then able to exemplify and elaborate quite easily and you did not bombard your audience with too much fine detail. The fact that you were able to do this with very little reference to your notes showed how well you had researched your project.

The level of ICT skill involved in the production of your Power point was very high and kept the audience interested in what you had to say.

You showed good communication and presentation skills and made eye contact with your audience throughout. You held the attention of your audience well and answered their questions competently.

The choice of your audience was good as the sixth year pupils were clearly very interested in your findings and old enough to understand the complex systems you had been finding out about.

Although you were unable to use much French or Italian during your presentation, it was clear that you had been using your languages, not only for the research on the internet, but also when e mailing and talking to people in France and Italy. The little snippets you added in both languages added a European flavour to your presentation and some authority to the information presented.

The feedback from the Modern Studies teacher was very positive and I certainly learned a lot from your findings.

This was a very competent presentation. Well done.

Candidate signature	Date	
Assessor signature	Date	

Languages: Interdisciplinary Project

Evaluation of project

Candidate name								
SCN								
Centre name								
Assessor name								
Project title	Policing in Europe: comparing the structure and tactics of European police forces							
<p>How successful has my project been overall? (consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</p> <p>Overall, my project has met with a modicum of success. I certainly reached objectives one and three to a great degree. However, my contact with the police forces of the countries concerned was, at best limited. My plan originally was to conduct face to face interview with a member of each country's police. However, I was utterly unable to persuade the Italian police to respond in any way to my requests for information. Because of time restraints and my other studies, my interview in Stonehaven was not as adequate as I would have liked them to be. I did manage to get an interview with a member of the gendarmes in France, however, and I was pleased with the extent to which my language skills stood up. The rest of my project, I would regard as a success. I was able to accumulate a great deal of information concerning my topic, and I feel that I was able to get this information across well.</p>								
<p>How effective were my communication methods throughout the project?</p> <p>The effectiveness of my communication skills was mixed. I think that my interview with the Gendarme was particularly successful. However, I don't feel that my interview in Scotland was as useful, as I believe that it should have been conducted in a more professional manner. I didn't feel I could do so as I knew the police officer I was interviewing. My communication via computer was not at all effective with the Italian police; they did not respond to my requests at all. However, I feel that my verbal communication skills, particularly in French, have been improved by this experience.</p>								

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

I would have liked to spend more time in France to conduct more research, and during the period I carried out the project, I was not able to travel to Italy. Had I had the opportunity to stay for long enough to carry out more research in these countries, I believe that my project would have been greatly improved.

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									

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)?)

I learned a lot of practical skills in both of my target languages during this project. In French, I learned a lot of conversational language, as during my stay in France over Christmas, I engaged willing locals in conversation to try to do so. In Italian, I used the language very formally in my emails. I found it useful to look at something I had written, knowing that somebody I didn't know would read it; it made me edit the text very carefully.

Research skills – analysis and evaluation

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

My research methodology was different for all the countries I studied. To research the police in Scotland I used, to a great extent, the textbooks and other materials my school's Modern Studies department was able to provide me with. It was easy to carry out and analyse, because of the textbook format the information came in. I could easily isolate the information I needed from the extraneous information. My interview with a police officer simply reinforced the knowledge I already had.

Researching the French police was less easy. At first, to create a simple frame for my studies, I researched what I could about them on English language websites. That prepared me for my trip in December to France, where I could research more in depth. I was only able to go to the local library one of the days, but I was able to accumulate a lot of information, as the library assistant was very helpful, and helped me locate several useful sources. The gendarme I interviewed was able to provide some 'on the ground' knowledge that reinforced what I had learned. Most of my research on the Italian police was done via the internet, as I had no access to resources in Italy. I used both English and Italian language sites; in particular the sites of the Carabinieri and the Polizia di Stato contained very useful information.

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.)

My interpersonal skills were certainly improved by this project. As I was at first determined to conduct several interviews and therefore had to contact the people I would interview representatives from. The Scottish police was easy as I just walked into the police station and simply asked the receptionist if I could get an interview. I then found arranging said interview relatively easy, once I knew it was going to happen, as the people involved were mostly helpful. The French interview was more difficult to arrange, as I was naturally unsure about my language skills. I overcame this by asking people I knew in the area to arrange the first introductions (this made me far less awkward about using the language) However, persevering with conversations helped me to overcome any problems I had in that respect, and I was able to improve my conversational French as a result. My interpersonal skills in Italian were not much improved, however, as I could not get into direct contact with them.

Planning – time, resource and information management

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

My time management started out not very well; at the beginning of the school year I felt a little overloaded by schoolwork, and as a result I did not start my research until later than I had planned. The targets originally detailed in my plan had to be reset, as I needed time for revision and time to relax. When I went to France however, I managed my time more effectively, as I was not being given new work assignments and I only had a limited time in the country. This meant I had the opportunity to pursue my research and knew that I had to do it quickly. I could focus my mind on my research. My timescales for researching and interviewing the Italians had to be completely reordered to account for the fact that they would not respond to my emails. I had to scrap the timescales for arranging and interviewing,

and dedicate more time to secondary research. However, overall, despite the problems I encountered, I was able to rearrange my timescales in order to complete the project.

Independent learning – autonomy and challenge in own learning

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

I conducted the large majority of my research totally independently, but I used opportunities that were provided. For example, in France, I used the library resources available and read the material myself, but also saved time by asking the library assistant if she could help me find useful material. I took the initiative to contact the people I would be interviewing to arrange meetings that would be convenient. In some respects, I took challenges rather than looked for the easy way out – I suspect that my secondary research would have been adequate on its own, but I feel that interviewing the police officers made the research more rounded, as I was able to get opinions as well as simple facts.

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?)

There were several problems in my project, but I managed to overcome, or work around them. One of the major problems was the lack of cooperation with the Italian police; there was nothing I could do to overcome this problem, so I decided to abandon that approach after a while, and I concentrated my efforts on secondary research. There were some difficulties in arranging the interview with the French gendarme, but fortunately, I could overcome them. For example, I was not in France to arrange the initial interview, but I asked my aunt to arrange a local contact in the area, which smoothed the process greatly.

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 think that my presentation was quite effective, as I am quite experienced in presenting information. I chose an audience that I knew would both benefit from the information, and be attentive to my presentation. The PowerPoint presentation itself contained simply facts, but I used my talk to elaborate on them, adding in the opinions of some of the people I had talked to and my own ideas. It was a fairly informal presentation, because my audience were fellow pupils who I knew well. My

presentation was well defined between the different areas I was concerned with and, though I expressed opinions, I allowed the audience to come up with their own conclusions.

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

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

I have developed several skills during this project. My ability to adapt to situations has certainly greatly expanded, as I was not able to predict some of the problems that I came up against, and was made to be flexible in order to overcome or work round these problems. My language skills have improved hugely, especially my French; being able to casually have a conversation in another language is a skill that I relish and appreciate greatly. Of course, my knowledge of the way the police work in other countries has massively increased – this may become a useful asset in the future. I experienced setbacks, and being able to cope with the problems that arose from these is something that I would definitely regard as a useful experience.

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)*

The thing I feel the most proud of is the development of my language skills, being able to use the language in a conversation with a native speaker.

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

I would like to improve my organisational skills, as they were something that occasionally threw up problems.

Languages: Interdisciplinary Project

Assessor Report

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 fact that the candidate's project is well thought out, practical, extremely relevant and has clear aims is indicative of the fact that it meets all the criteria for a Grade C. His well conceived and creative project certainly sets some challenging goals, particularly since he will be trying to speak to members of European police forces. His French should not be a problem but it will certainly be a challenge for a beginner in Italian. However, I still feel that this is achievable and practicable as the candidate is a very determined and mature young man.</p> <p>During his oral presentation to the IP panel, the candidate was able to give a robust and carefully argued justification of his proposal. The links between the various disciplines are very clear and he has an excellent understanding of the connections across the disciplines due to his strong interest in languages and in Modern Studies.</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 clear objectives which are in line with his project proposal. His objectives are set out clearly and in great detail. His timescales are realistic and practical and he has a very clear idea about what needs to be done. He is very optimistic but has still anticipated a few problems and has contingency plans in mind.	

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 very few problems during the course of his project as he carried out all his objectives in his usual mature and organised way. He proved skilful in analysing his material and was able to adapt as his project progressed. He gave a very competent and interesting presentation. He showed specialist knowledge and made connections between the different disciplines.	

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	
The candidate provided a very honest evaluation of his project and was able to identify strengths, weaknesses and learning points. His communication throughout had been good and his presentation method had been effective.	
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	
The candidate's self evaluation was honest and realistic. Throughout the project he has shown a certain maturity and ability to self-evaluate. He is very aware of his own strengths and areas for development. When he says that he would like to improve his organisational skills, he is being very modest. He has always been superbly organised and efficient. He sought feedback from myself and his Modern Studies teacher at key stages of his project, especially when he came against problems. He was able to use this feedback and advice to progress his project and he has to be commended for not giving up. His time management has been excellent and he has been a pleasure to work with.	

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	C
Additional Comments/Overview	
<p>We feel that the candidate's project definitely meets the criteria for a Grade C across all 5 pieces and there are certain areas which meet the criteria for highly competent.</p> <p>The candidate has consistently shown a high degree of autonomy and initiative. He has also shown a high level of linguistic ability and of interdisciplinary knowledge. He has demonstrated a high level of maturity and independence and has gained a great deal in terms of skills development. All in all, he has been very successful but typically modest. It has been a pleasure to work with him.</p>	

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____