

# “Working Hours in Scotland and in France”

**(B Grade)**

## **Introduction**

The centre submitted the five mandatory pieces of evidence required for the Interdisciplinary Project using SQA templates along with rich and detailed Assessor feedback plus the Assessor Report which was adapted to allow the assessor to explain why each of the criteria had or had not been met.

With regard to the Quality Assurance process it was clear from the centre representative’s presentation at the Quality Forum that there was a robust and effective Internal Verification process. This included a collegiate approach to assessment and verification within the centre, involving colleagues from Modern Languages, Business Education and a Principal Teacher of Modern Languages from another school. This group met regularly to discuss progress and standards. A Panel of four individuals attended the Candidate Presentation. The thoroughness of this process is to be commended.

## **The Proposal**

This was a robust and carefully thought out proposal with strong interdisciplinary links which related to the candidate’s interests and future career path. The candidate identified four of the five broad contexts which would be covered in the project. Although it is not a requirement, it would have been useful if the candidate could have given a brief explanation at the end of this section as to how the contexts selected would be covered. The learning environments selected by the candidate are appropriate to the project and are of an interdisciplinary nature. The candidate gives a good explanation as to how language skills will be applied and reflects upon how this will develop her French language skills. The skills development is detailed and highly reflective. This has enabled the candidate to consider and identify existing strengths and weaknesses and is already taking into account potential problems that may arise at this early stage. The candidate makes reference to how each skill relates to the project being undertaken. The candidate has met all of the Grade C and A criteria in this section.

## **The Plan**

The project plan is detailed throughout and the timescales have been well thought out. The candidate has considered 'pressure points' such as prelims and holidays when she will not be able to make much progress and has organised the time available accordingly. The plan has two clear and detailed objectives which are in line with the project proposal.

Throughout the project, the candidate makes reference to her use of a Gantt chart for planning and tracking progress of the project, however this was not submitted. It should be noted that when a Gantt chart or similar means of showing objectives, timelines etc in a diagram is produced by the candidate, this should be submitted to SQA as it supplements the evidence for the Plan.

The candidate has considered and opted for appropriate methods of research which include contacts at home and abroad, and a varied range of opportunities for accessing relevant information such as libraries, the internet and newspaper articles. Moreover, a suitable method for presenting the project findings has been selected by way of an oral presentation to the support group.

In terms of dependencies and contingencies, the candidate has identified several areas which could influence the progress of the project which are basic and just meet the A Grade criterion. As a result, sound contingencies have been made to enable the project to be completed should not all go to plan.

At this stage in the project the candidate has selected appropriate methods for recording progress and demonstrates a clear rationale for these choices.

From the information in the plan section and from assessor comments both to the candidate and the assessor, it is evident that all of the C and A criteria have been met.

## **Presentation of Project Findings**

The candidate provides the reader with a detailed and reflective account of the presentation stage of the project. As a result, the candidate presented to a range of interested parties and received good feedback. She opted for a Prezi presentation which is an interesting and interactive way to present information and was well received by the audience. A question and answer session built into the presentation allowed the candidate to receive feedback from the audience. She noted that she did not provide enough examples of the questionnaires used in the Prezi but did have paper copies to share with the audience.

The assessor comments are again, insightful and detailed and give a clear rationale as to why the candidate did not meet all of the A criteria. She did, however meet all of the C criteria.

### **Evaluation of Project**

The evaluation is mature and reflective which allowed the candidate to identify the strengths and weaknesses of the project and her progress. The candidate also details what she has learned from the process and talked about what she would have done differently such as including more exemplification in the presentation and structuring it differently with more information on the slides rather than headings only. Thanks to the rich assessor comments we learn the conclusions drawn from the research were weak and she had not backed these up with evidence collected.

As such, all of the Grade C Criteria and two of the four Grade A criteria have been met.

### **Self-Evaluation**

The candidate has produced an insightful, mature and balanced self-evaluation of the skills developed over the course of the project, illustrated throughout with examples of feedback as well as anecdotal evidence from the process of carrying out the project. The self-evaluation is highly reflective which celebrates success and identifies opportunities for further skills development at university and with regard to future career plans.

### **Assessor Comments**

The Assessor comments provided throughout this project are an example of good practice. At each stage of the project it is evident that the assessor has engaged in purposeful dialogue with the candidate. Moreover, the feedback in these sections is directed to the candidate in a supportive yet realistic manner. In the Assessor Report the assessor has chosen to adapt the SQA template by including a box beside each criterion with an in-depth justification as to why it was or was not met. This information is invaluable to the SQA external verifier.

### **Overview**

This was an interesting and ambitious project which was carried out in the interdisciplinary spirit of the Baccalaureate. The candidate and the assessor

successfully used the SQA templates to structure the process and have completed these in detail. It is evident that the candidate has benefited from the experience and has noted the opportunities the process will bring to her future studies and career. It is also clear that the candidate worked independently, yet was well supported by her assessor and presenting centre. The Proposal and Plan were very good and met all the Grade A criteria, however aspects of the Presentation and Evaluation stages were not as thorough and insightful as they could have been. There are still sufficient Grade A criteria met throughout the project for it to be awarded a grade B.