

Social Sciences: Interdisciplinary Project

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	A comparison of Barack Obama and Abraham Lincoln								
Project outline (<i>what it is you want to do and how will you go about it</i>)									
<p>I intend to link these two leaders and draw parallels in their character, leadership style, political background and policies. In doing this I would aim ultimately to draw a conclusion on if Obama had been in Lincoln's position would he have made the same choices, such as Lincoln's decision to issue The Emancipation Proclamation. I will investigate the problem of Obama's race and how this would have he might have been viewed if he had been in Lincoln's position. If I remove this factor of race in favour of comparing their personality and leadership style over appearance.</p>									
Reasons for choosing this project (<i>e.g. personal interest, future plans, links to other subjects you are studying/ have studied</i>)									
<p>I have a personal interest in both of these leaders and view them both as ground breaking leaders who have both affected America's history and future for the better. I believe the comparison incorporating politics, modern studies, English, history, philosophy and psychology should make for an extremely interesting comparison of these two political giants. It will be helpful in furthering my research skills and drawing a conclusion on hypothetical situations.</p>									
The broad contexts this project will cover are									
<input checked="" type="checkbox"/> Citizenship <input type="checkbox"/> Enterprise <input type="checkbox"/> Employability									
<input type="checkbox"/> Economic development <input type="checkbox"/> Sustainable development									
Learning environments I will access are									
<p>I will contact the American Civil War Society, a UK based society whom are classified as experts on the field of the American Civil War.</p> <p>I will too contact lecturers at Glasgow University with expertise in American's civil rights movement.</p> <p>I will too make use of both the Philosophy and Psychology departments in the school in</p>									

order to discover what qualities make a leader and whether a shared characteristic affects these men's leadership abilities.

I hope to also get in contact and use the website of Dr. Gene Griessman the author of 'Lincoln and Obama: A story of unlikely presidents...'

Along with the many Lincoln history books and modern studies books at my disposal.

How I will use my knowledge of social sciences

I will use my skills acquired in English to analyse certain aspects of propaganda and speeches used by these leaders and see how their use of language affects the way they are viewed. Both Psychology and Philosophy will be useful in discovering how these men think and whether their philosophical views impact on their leadership. Modern Studies and History will help with the facts about these two leaders as in order to link these two leaders I can examine how the present and the past interact.

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 I have firm grasp on politics, my history knowledge I believe will serve to be strengthened by this project. To be able to link between subjects will be a great way to further my understanding of how the character of a person affects their leadership and how their political style can change a government.

I am interested in discovering more about these two leaders through this project, I wish to not only further my historical knowledge of the American Civil war but to see to what extent has Obama's presidency affected American as a country. To see how these men changed politics and stereotypes in their nation.

- ***research skills – analysis and evaluation***

Currently I am able to research quite well, finding facts has never been a problem but through this project I hope to further my analysing skills. To take that information I find and comment and link it together in order to draw an overall conclusion on my issue.

The information I gather from the various sources will be invaluable but it is my analysing skills that will pull this project together and allow me to make an assertion on these two leaders.

- ***interpersonal skills – negotiation and collaboration***

I communicate well with people in general but I hope that through this I can further my writing style and written communication through emailing the various sources I wish to cite. Also through my contacting of the different departments within the school I hope to make use of my communicative side and collaborate in order to see various different

views on this topic.

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

Where my planning skills are relatively good, my management of information sometimes is flawed. I hope through this I can learn to be more organised in managing my information and how I wish it to be presented.

I often leave out things that are important or relevant in projects so hopefully I will be able to manage my various sources and make use of all the great information I will be acquiring from books, emails and teachers.

Hopefully planning my time will keep me to a schedule in order to get all the necessary work done within a given time scales; this is good preparation for various deadlines I am sure to face in future.

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

I tend to work well alone and in group but my downfall is often a tendency to procrastinate. Hopefully the time scale should help me achieve different milestones with this project and attain what I want from it.

If I encounter any challenges along the way I have different resources which I can seek out if help is required but I will try my best to independently work out an appropriate strategy to overcome any difficulties.

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

My skills in critical thinking have been greatly improved by both Modern Studies and Politics but I hope through this project I can further how I can tackle a problem. I hope I can logically think through the different levels of Obama and Lincoln to get the most from this project and make an intelligent comparison of these two leaders with different approaches towards running their nation.

I may too need to use problem solving in order to coordinate all my sources of information and put them together in a logical fashion.

- ***presentation skills***

Hopefully I can push past my lack of creativity and this project can force me to present my information in an interesting way whether that be through an essay or through a public presentation.

I will use my IT skills in order to present my information in a stimulating and thought-provoking way to make the reader form their own opinion on whether Obama would have made the same decisions that Lincoln did.

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

Through English you must have a degree of self-reflection but this project will serve to further my analysis and evaluation. In particular I wish to be more eloquent in my presentation of my work and present it in a clear and structured manner. I hope I can use my planning skills to their fullest so I can avoid missing out any information I find to be interesting or pertinent to this project. My independent working should serve me well but I too hope by collaborating with others in other departments and external sources will help expand my ability to communicate my opinion while getting theirs back.

Assessor feedback to candidate

This is a really fascinating project. It links together beautifully the different subjects you are studying and allows you to use your skills in Psychology, for example, to assess the similarities and differences between these two great men.

I am a little concerned that the scope of the project is so wide that it might be difficult to keep track of the various strands as you carry out your research but I think you are aware of that and will see how you plan for it at the next stage.

Proposal approved		Further work required	
Candidate signature			Date
Assessor signature			Date

Social Sciences: Interdisciplinary Project

Plan

Candidate name									
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Project title	A comparison of Barack Obama and Abraham Lincoln								
<p>Is this a group project? yes <input type="checkbox"/> no <input checked="" type="checkbox"/></p> <p>If a group project my individual role or responsibilities will be:</p>									
<p>Timescales (<i>this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence</i>)</p> <p>November- Background Reading for information on the civil war in order to gain a depth of understanding of time. Also research in current affairs (including Obama's re-election)</p> <p>December- Further Reading on issues and making of questionnaire to be posed to psychology classes.</p> <p>January- Initial contact with scholars at Glasgow University and those at the American Civil War society</p> <p>February- Final gathering of data and ensuring everything is in place for presentation.</p> <p>March- Putting together of work unit to be presented for future advanced higher history pupils and presentation to current higher history pupils.</p> <p>Late March- Self evaluation of performance throughout the project and securing that the work unit can be continued to be circulated after I leave.</p>									
<p>Planning (<i>how you are going to meet the agreed objectives of your project</i>)</p> <p>Objective 1: Use computer resources in order to contact 'The American Civil War Society', lecturers at Glasgow University and Dr. Gene Griessman (Lincoln Scholar). This is in order to make links with outside sources and those who are experts in these leaders and get a wider view of whether these great leaders are comparable. This initial contact will allow time for these external sources to give detailed responses to my questions before the presentations.</p> <p>Objective 2: Make contact with the various school contacts in the psychology, history and sociology departments. Psychology, in order to survey a class on the qualities they believe make a strong leader. History, to gain another opinion on whether they believe that Obama and Lincoln can be said to have similar qualities that affect how they are viewed as leaders. Finally sociology, to add yet another opinion on how personal attributes may affect leadership. This will not only help get a broad spectrum of what</p>									

my peers think make a good leader but also gives me specific qualities against which to compare these two leaders on a narrower scale.

Objective 3: Collect information for all these resources along with that of background reading. In order so that everything can be kept organised to be compiled for the end presentation. Getting quotes from various articles and websites will be vital in order to provide evidence for my points. The background reading will have to be completed so I can build background knowledge of The Civil War in order to be able to answer any questions posed my way. Also to understand the importance of Lincoln's role in a time of hardship.

Objective 4: Meet with those teachers of the relevant departments and have discussions on their role in this project and how they will assist me in making the most out of it. Also to arrange dates for final presentations. These dates should be concrete so that I have deadlines to adhere to. This will in turn allow me to gage how much work I will have to put in to create the various parts to my presentations.

Objective 5: Compile a questionnaire for the pupils on the characteristics that they believe make a good leader. To see the words they associate with a good leader to assemble a 'wordle' which will be added as part of the work unit and presentations. This gives me a visual way of presenting my information, it also allows me to utilise my IT skills to create an interesting way of displaying data.

Objective 6: Compile the information in a unit of work and presentation for the higher history classes. The presentations will allow me to share my findings with the relevant sources, while those who are unable to attend or those wishing to view it in the future can gain access to the work unit.

Objective 7: Evaluate my performance. In order to see if I have achieved my objectives and, if through this project I have grown as a learner. Through this project I am particularly hoping to not only expand my knowledge of these two leaders but also gain personal skills. I hope I will be able to gain better research skills and also keep track of my various sources. As well as bettering my communication skills to take on feedback and help it benefits my project.

Resources (e.g. people, materials, places)

- Lecturers in the field of American Civil War at Glasgow University, in order to gain a different perspective on the issue.
- Psychology, history, sociology and IT departments in my school to help gather my data.
- Additional reading material to access journals and specific information and accounts of these leaders' personalities and firsthand accounts of their leadership styles.

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

- The American Civil Society. Considered to be leading experts in the field and will provide an interesting insight on this issue.

- Use of the internet to gain access to site about the leaders.
- Questionnaire posed to the Psychology pupils. This access will allow me to compare Lincoln to a modern day view of 'What Makes a Good Leader'

Presentation

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

I believe that through this project the history department will benefit from the assembled work unit which also has the possibility to be available for all pupils in the library. Also to those in sociology on the personality of these leaders and how young people today view leaders and what qualities amount to a good leader. I would further wish to make this project available online either as a blog or PDF so that those lectures out with my school can access my findings. I think it would be of use and interest to the general public who have a fascination in either Lincoln or Obama.

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

There will be a short presentation, as a power point, put to the higher history pupils to give an adequate taster of what to expect from the advanced higher course. There will also be a work book made available to pupils to gain the views of the various scholars, their peers and authors on the subject. Also it shall be made available online so that those who have helped with the project will be able to view the final project.

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

There is a reliance on internet connection in order to contact those via email and to gain other information from websites. Further I need to rely heavily on those scholars at Glasgow University and The American Civil War Society to ensure I gain their expertise. Also I am relying on those teachers in my school for their insight, use of classes and allowance of some class time. Finally, the questionnaire posed to the psychology class will require a response and will have to be done with plenty of time left.

Contingencies

Any anticipated problems

Not receiving responses from the various outside sources.

Poor response to questionnaire

Books unavailable from local library

My plans for overcoming the anticipated problems.

Attempt to contact again, perhaps making a phone call in and attempt related sources.

Pose the questionnaire to a wider audience in the hope of getting a bigger response.

Search further afield for more reading resources.

Method for recording my skills development and future areas for improvement

I will make use of the SQA progress diary with appropriate comments on each stage of the progress. Then I will be able to track any changes I have made to my proposal. It will also allow me to view possible improvements when I self-evaluate at the end of the project. I will also keep a reflective diary on how the inter-changes with outside sources and internal sources are helping further my project.

Assessor feedback to candidate

Firstly, I am delighted at the idea of using your findings to provide support materials for pupils in future years—I think that is a great idea. As I said at the proposal stage I think you are undertaking a pretty massive project and I feel that the timescales are certainly on the tight side, allowing for all the other work you have to do. I think it might be necessary to break down the work into more detailed chunks and allocate time to that. Overall, it's an ambitious project and I wish you well with it.

Plan approved		Further work required	
Candidate signature			Date
Assessor signature			Date

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Presentation of Project Findings/Product

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

I presented my finding in two forms; written and oral. I had to change around my initial plan to present to a large group of higher history pupils in favour of presenting to the two separate classes at different time slots. I created a powerpoint presentation that included the *wordles* created from the surveys and then taking the top 5 voted leadership qualities I compared them against each leader.

I presented it not only to the higher history pupils but I also invited my assessor, sociology teachers, psychology teacher, history teachers and modern studies teachers who all assisted me with parts of the project. Unfortunately the psychology teacher who is also the head of history was unable to attend because of previous engagements but I hope she will benefit from the typed work unit.

I choose to use a powerpoint in order to provide the necessary graphics along with text data but at the same time allowing it to be kept very clear so that my audience could keep up to speed.

The powerpoint also included a short summary of why I chose this project and how I went about completing it e.g. survey techniques and researching. I used various online resources as well as the information I received from an American Civil War scholar at Glasgow University, to make these comparison of leadership qualities against leaders. It included several quotes from books, articles and journals in order to support my findings. Before drawing my own conclusions on whether Obama could be compared in the same light as Lincoln.

The work unit which will be produced and made available in both printed versions, available in my school and available online either through the school website or through the history blog. It will include all the *wordles* as well as the tallies for each class. It will contain slightly more detail than the presentation as I wished to keep the oral presentation brief. With the work unit I also wish to include activities and extra resources based on my project.

Assessor feedback to candidate

This was a very competent and confident presentation. Presenting to one's peers is undoubtedly more challenging than presenting to a small group of adults and it was clear to me that the group I saw you with were interested in the topic itself and in your treatment of it. Purely from the presentation point of view, I would suggest you use fewer words on screen for greater visual impact—you can then use hand held notes to supplement this. The information was detailed and the amount of research done was evident. Well done

Candidate signature		Date	
Assessor signature		Date	

Social Sciences: Interdisciplinary Project

Evaluation of project

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<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>I think my project has been fairly successful overall. I undertook a large project with a wide scope which meant narrowing it down perhaps more than I would have liked. If I had more time I would have wished to cover more leadership qualities and compare these leaders to a greater degree.</p> <p>However, it has allowed me to learn a great deal more about The American Civil War and what role Lincoln had to play in the civil war, also more about Obama as a ground breaking president. The research I did on Obama revealed how much I did not know about his policies and background which I feel will benefit me in the future.</p> <p>Unfortunately, I had only heard back from one outside contact who was from Glasgow University, by the time I gave my oral presentation. But since then a member of the American Civil War society UK has contacted me and his thoughts will be included in the work unit.</p> <p>The careful plan allowed me to envision clearly what I needed to do in order to complete the project. My timescales too proved useful to know what resources had to be accessed to provide enough of a depth of knowledge to make accurate conclusions on a somewhat subjective topic.</p> <p>The survey allowed me to gauge the opinion of those who I was presenting to; it also allowed me to make it slightly less subjective by gaining the view of the group of fifth year pupils. The original list of twenty-five leadership qualities were selected based on three properties; leadership qualities said to relate to Obama, leadership qualities said to relate to Lincoln and general leadership qualities said to relate to great leaders.</p> <p>I particularly enjoyed gaining the view of pupils I feel they gave a modern opinion which was useful in putting a modern-day comparison on Lincoln, a historical figure. Likewise reading articles from the time of Lincoln's terms in office gave me a different angle from which to view Obama. However, I feel making more likes and</p>									

reading more sources relating to Lincoln could have given me a wider view on Lincoln's attitude. Also, I felt some of the online resources based on comparing these two leaders could have benefitted from making clear their sources as some appeared vague and lacking in evidence.

How effective were my communication methods throughout the project?

Using email to contact my sources proved slightly ineffective, as I simply had to await a reply which in the case of one of the Glasgow University lectures never came. The American Civil War society UK did get back but it took them some time which meant I could not enter their thoughts in to the oral presentation. However, it is extremely difficult to contact these experts through any other methods; those experts at Glasgow University were part of the open university scheme which meant they were often busy taking students or marking work. Further, as I understand my email to the Civil War society had to be passed through various levels to reach the appropriate authority to give me a historical view. I would have wished to contact more sources but it was difficult to know who to contact.

Speaking with history, psychology, sociology, politics and modern studies teachers meant I could get opinions on the leaders from those who have studied in the field. I had a sit down meeting with the head of history at my school which allowed me to get her opinion on how I should present, what to include and external sources she recommended to get a wider scope.

Creating my survey and posing it to as many classes as I did allowed me not only to use computer skills to make it but to get in touch and talk about my project to a number of different classes. These then provided the basis for my *wordles* which proved an excellent visual method through which to convey large amounts of information in my presentation without the need for confusing numerical data.

Through previous positions within the school I have had to give several presentations but this project gave me a chance to talk about a subject which I am particularly passionate about. But this also meant that giving the presentation proved more nerve racking as it was being open to scrutiny and judgement. However, the fifth years proved attentive and co-operative and listened intently. Some even asked questions which allowed me to make further conclusions on aspects perhaps I haven't thought about.

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

As previously stated, it was a large project and had I wished to expand it I could not only go in to further detail on the five selected leadership qualities but perhaps compare more against the two leaders.

I would have also wished to contact more external sources to get a wider range of opinions. Had it been possible I would have liked to invite more experts to attend the presentation to get their views on my findings but hopefully I can send out the work unit to get feedback.

Finally, my only wish is that more pupils could have benefitted from the presentation but hopefully I can do it again at some point in the future. But the work unit will be left in the school after I leave so hopefully future history students will use it in the future.

Assessor's feedback to candidate

I think you have given a very detailed assessment of how the project went. I was nervous that you had bitten off more than you could reasonably chew but your passion for the subject convinced me that it was worthwhile going for it—and you certainly have ended up with a very worthwhile product quite apart from the benefits to yourself in undertaking it.
Perhaps it is worth noting that the tightness of the timescales meant that there wasn't really time to chase up the experts—and also that the experts really needed to be chased up!

Candidate signature	Date	
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Self evaluation of generic and cognitive skills development

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

I had to utilise my background in history for background knowledge in The American Civil War and also my knowledge from politics which helped me understand political terminology and the American political system. I made links between history, with the knowledge of Lincoln, politics, knowing political systems, modern studies, in gathering research and knowing current affairs, psychology, in knowing the qualities of a leader and philosophy, in making links between their moralities.

These all relate back to citizenship with a focus on how these leaders are affecting politics today and politics in the future. It also gave people a chance to review what qualities they value in a leader which will hopefully affect how they view voting etc. in the future.

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 used various online resources to access different articles on the two leaders in order to gain a firsthand perspective on their leadership style. Additionally, I was able to access sites about Obama and Lincoln written by specialists.

I also used books in order to gain a background of knowledge in The American Civil

War. Further, I emailed two scholars at Glasgow University and The American Civil War society UK in order to gain a wealth of different opinions on this comparison.

The survey allowed me to gain a popular opinion on which to compare these two leaders, without this I would have found it extremely difficult to draw a conclusion on whether these two were great leaders.

There was a wealth of information on Obama and Lincoln which meant a lot of sifting through to determine what was necessary. Also with the fast moving rate of politics today it was vital for me to include up to date quotes and information about Obama's career.

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.)

I spent a lot of time discussing the project with my support teacher to fine tune my project. We edited the powerpoint in order to include the *wordles* as an easy way of communicated the large amounts of data that were to be collected. Also the work booked allowed the project to have an element of sustainability so that others may view my work even after I have left.

Discussing the possibilities of the project with history and philosophy teachers allowed me to widen my view so that I could consider the bigger picture beyond this project. They also made valuable suggestions in regards to how I should present and what to include in my presentation in order to have the most impact.

I knew there were plenty of places within my school that I could turn did I need assistance during the project. The interesting ideas put forth by staff allowed me to get the most out of my project and get new and different ideas.

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?)

With the demands of sixth year there were points where I proved challenging to appropriately manage my time but with the plan draw up it became a case of ensuring that I stuck to my targets for each months and making time for the Interdisciplinary project. Keeping a small progress diary allowed me to break down the project in to manageable chunks and also to make comments as the project developed relating to changes made to the project. Additionally, the contingencies helped me have a plan in case something was to go wrong and potentially affect the project. If I did come up against any issues I would simply seek out my support teacher to gain advice on where my next steps lay.

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 had to utilise my organisational skills to keep track of my various sources; online, books, surveys etc. I had to work closely with various teachers in order to gain access to their pupils for the purpose of surveying them. Using the surveys on such a large scale proved to be challenging but it was simply a case of keeping track of time and allowing enough time to survey each class in a relaxed manner. Emailing the outside sources meant overcoming communication barriers to access their expertise. Communication was key to my project as without it I would not have been able to get the level of detail and support which I did.

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?)

In order to make a creative presentation I introduced *wordles* to grab attention and display information in a different, interesting way, but this meant getting to grips with making *wordles*. But I lack creativity so this provided a better way to display information using the IT skills I already possessed. Attending the Scottish Baccalaureate meeting at Stirling University also allowed me to gain different ideas and overcome the creativity issues I was having in relation to the project. The work unit too meant I could present my findings in a more appealing manner rather than the original written essay. I hope this will encourage the younger pupils to read through it and discover my findings. Using source materials was tough because of the volume but I simply analysed which resources were most reliable to add in to my project to intrigue the audience. But, overall with the help of IT skills I was able to create an attractive, well laid out oral presentation.

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 choose to use a powerpoint to a group of fifth years and some members of staff. I think the powerpoint was a good choice as it allowed me to have a mix of written data and graphics in order to keep my audience interested throughout. Reflecting back I would have liked to expand the presentation perhaps to advanced higher history and invited more external sources to come view my work.

The layout was simple starting with background, then the survey results, then the comparisons and finally a conclusion and chance for questions. This worked well as a way to set out all the data I had collected. However, I would have liked to utilise the new *Prezi's* because they seen an interesting way of conveying information, which perhaps would have been slightly more intriguing to my audience.

I was relatively formal in choice of language but I wanted to keep it semi-formal so that students would feel at ease should they wish to ask questions. The content was reasoned and in a logical order so it was easy to understand and take in.

It included several pieces of my own thoughts on the matter but I made very clearly distinction when it was my own opinion or that of an outside source. I reached a logical conclusion based on my findings that they are very similar but it is too soon to tell whether Obama could be compared in the same light. On a broader sense though it seemed that people could only consider how good a leader was based on the changes he/she made so it can only be seen once a leader is no longer in power.

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 project helped me on a personal level to gain independence as a learner which I feel will benefit me greatly in university and beyond. The researching meant I had to scroll through a lot of information which wasn't all useful but this taught me valuable data handling skills. It helped me deal with criticism in a positive way and problem solve rather than taking the criticism too harshly. It also helped my understanding of the fifth years and how young people view leadership; the results were shocking with a great deal of people valuing knowledge above all else. It was also interesting to see how a class subjects affected what qualities they deemed most important e.g. the RMPS class said Honest and Open Minded which is very much in line with the morality principle they are learning about. The feedback I got was excellent with many praising the project but with suggestions of things I could add to the work unit such as full sections from articles to back up my view. These sorts of suggestions were useful for me to take on board so that I create the best work unit I can based on the information I have gathered.

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 *(e.g. 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)*

I have very much enjoyed doing this project and I feel my future independent work will be affected positively by the skills I have learned throughout. I think I have achieved what I set out to do but the scope of this project is so wide that there is plenty more to be done on this topic and more aspects of these characters to be considered. I would have liked more time to spend on this rather than other commitments to do it to a bigger depth and make deeper comparisons.

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

I really enjoyed expanding my researching abilities, reading articles and websites, which I feel will benefit me in many future projects. It will also encourage me to go beyond any information I am simply given and gain a deeper knowledge and understanding of concepts I may come across. My problem solving skills and ability to deal with criticism have greatly improved over the course of this project which will be vital to me and meant that I could make my project far better than it would have been without feedback and influencing ideas.

Assessor's feedback to candidate

You have carried out a great deal of research and read a great deal to do this project which is great. I am also pleased to see how carefully you considered the best way to make your presentation to the groups and how you thought about the ways in which you can grab the attention of a class. I am certain that the work you have done for the project will be useful to you in your future career and the worksheets you have produced will remain as a legacy of the project for Advanced Higher pupils in the years to come

Candidate signature	Date	
Assessor signature	Date	

Social Sciences: 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>This was an interesting and innovative approach to combining an interest in History and in Modern Studies and looking at the differences and comparisons in the lives of two great Presidents. The candidate's enormous enthusiasm for the project was clear from the beginning and I was happy with this initial proposal—my only concern that the scope was perhaps overly complex.</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	
<p>The candidate's plan has taken the elements she outlined in her initial proposal and shows in detail how she intends to carry out her research. I feel that her time line is not sufficiently developed but that she does know what she is about and how she is going to reach her end goal.</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.	
<p>Comments</p> <p>I was very impressed with the candidate's presentation to an S5 History class. As I said to her, delivering a presentation to one's peers is a more daunting consideration by far than delivery to a room full of adults she does not know. She had prepared thoroughly for the presentation. My concerns were that there was possibly too much written on the slides-meaning that she was effectively reading out what she had written and that there was an awful lot of material for the group to assimilate. However, her audience raised no objections, seemed to follow what she was saying and at the end asked questions which seemed to indicate that they had followed what was said.</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	
The candidate's evaluation of her presentation is considered. She will really only be able to assess the impact of the worksheets once they have been used—but it is an excellent way, in my opinion of ensuring that her work benefits others.	

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	
Once again, the candidate has given careful consideration to her own learning from this project which I think has been considerable and will I hope benefit her in her future studies.	

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
<p>Additional Comments/Overview</p> <p>I liked the idea of this project and was impressed from the outset with the candidate's clear focus and determination to carry the project through. Even when she dropped one Advanced Higher, meaning that an overall Baccalaureate would not be possible, she was very keen to complete the project. I particularly like the idea of the worksheets for future pupils. On the debit side, I think the research lacked the depth that I would have liked to see and she needed to have a wider range of sources. However, I do believe that the project was very useful to her and will stand her in good stead in her University studies</p>				

Assessor signature _____

Date _____

Internal verifier signature _____

Date _____