

## Social Sciences: Interdisciplinary Project

### Proposal

<b>Candidate name</b>									
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>	Inequality in Dundee: A Spatial Analysis								
<b>Project outline:</b>	<p>I will attempt to produce several inequality maps of Dundee and discuss the maps at a presentation to council official, higher modern studies classes and other interested parties. The maps will graphically represent health and wealth factors through a traffic light system. They will be produced through the collection of statistics from various sources including the Department for Work and Pensions, Dundee City council and the Scottish Government. The statistics will then be plotted on a colour coded maps which will be produced with help from the University of Dundee’s geography department. Interviews will also be held with residents from various locations on the map to get their views on inequality within Dundee. Interviews will also be held with Dundee City councillors and representatives to discuss solutions to the huge inequalities. All the findings will then be presented to Dundee City Council and Higher Modern Studies class. The topic will allow me to develop a wide range of skills and to work with groups outside of my normal school life.</p>								
<b>Reasons for choosing this project:</b>	<p>I have always had a personal interest in the way social problems are tackled through social policy devised by politicians. I also felt that due to the very middle class environment I live in, I was keen to expand my horizons so studying a predominantly working class area was of interest to me. I was inspired by a similar project in Chicago, where researchers sought to map poverty across the city and then compare them with other countries national averages. I initially wanted to do something similar with Dundee, although eventually chose to complement my maps with community engagement rather than international comparisons. Working with the community was another important feature of my project as I really wanted to see their side of Dundee, and what they thought of my maps. I also wanted the final presentation to be an educational experience – socially, if not academically.</p>								
<b>The broad contexts this project will cover are</b>	<p>x      Citizenship                                      Enterprise                                      Employability</p> <p>            Economic development                      Sustainable development</p> <p>My project covers ‘citizenship’, as it is the context which encompasses the projects educational aims; educational in the sense of educating individuals to have a wider</p>								

understanding of the world they live in, and therefore be better citizens. Participation is a key aspect of citizenship, and the project encourages participation in wider society, with a more rounded view of how the world works, and of the winners and losers in today's society. Inequality is often cut adrift from the middle classes this project will attempt to reach, so the information provided will hopefully play a part in widening their horizons and breaking down prejudices – essential aspects of good citizenship.

***Learning environments I will access are:***

I will access both of our nearest university libraries; Dundee and St Andrews, as they – between them – hold a large collection of books related to the topic. I will also seek to work with Dundee University Geography Department as they have software which will help with the graphical representation of the statistics on the maps and experts in the field of inequality. The Modern Studies Department in my school also has significant resources on the subject area; including collections of articles, textbooks and videos.

***How I will use my knowledge of social sciences:***

I will use my knowledge of the social sciences in a number of ways. Through Geography, I will utilise my knowledge of mapping and map making – a topic in Advanced Higher Geography – to create the maps of inequality so they are clear and easy to access, even for those without geographical experience. My knowledge of statistics, from Geography, will help me to analyse and dissect the statistics from the various sources. This is important as it will allow for accurate reproduction of inequality on the maps. My knowledge of Modern Studies, in particular the health and wealth topic at Higher, will allow me to apply sociological theories and perspectives on my findings. Interviewing residents and politicians will also allow me to use my knowledge of research methods – a topic in Modern Studies – to ensure interviews are valid and productive. My knowledge from Politics will be applied by providing me with the tools to analyse the social policy aspect of my project and to dissect politician's statements – recognising bias and spin. It will also allow me to successfully identify the structural bureaucracy that may impede on policy deliverance related to my project.

***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 –*

Currently I have little opportunity to apply my knowledge of the social sciences within the individual subjects. This is therefore an area that completing a social sciences baccalaureate will really help to develop my knowledge application skills. This is great opportunity to improve my synthesis skills as I will have to combine my knowledge of the different disciplines I currently study.

- *research skills – analysis and evaluation*

This academic year I will have far more chances to conduct my own research into subjects. Whereas last year was very much about learning, this year I have to find, analyse and evaluate sources of information myself. The researching of a project will greatly enhance my ability to research for myself – a skill which I am yet to fully develop. This will also assist me when I attend university where emphasis is very much put on individual research.

- *interpersonal skills – negotiation and collaboration*  
 This is a current strength of mine as I spend a lot of time working with other people as a Member of The Scottish Youth Parliament – the majority I will have never met before. This project will allow me to utilise these skills further as I will be required to conduct interviews and work with academics and individuals whilst completing the project.
- *planning: time, resource and information management*  
 This is another area where skills I will require for university will be helped to develop by the completion of my project. With my final year of school dominated by dissertations deadlines will have to be met and effective time management essential to this.
- *independent learning – autonomy and challenge in own learning*  
 I have always worked well on my own and the idea of being able to complete an individual project suits me well. Individual study is another skill that will greatly help me at university.
- *problem solving – critical thinking: logical and creative approaches.*  
 This project will really help me to improve my critical thinking skills – something essential for my dissertations this year and university study. By having to logically analyse and evaluate proposed solutions to inequality my critical thinking skills will be greatly enhanced.
- *presentation skills*  
 Presentation skills are a current strength due to my role as a MSYP. This will therefore be the perfect opportunity for me to utilise these skills.
- *self evaluation – recognition of own skills development and future areas for development*  
 The project will greatly help me to improve these attributes as the production of a reflective diary will force me to develop my self evaluating skills.

**Assessor feedback to the candidate**

A great deal of thought has gone into this proposal. It is to your credit that within a short period of time you have thought of the skills you are developing throughout the project. The contacts you have made beyond the school is extensive and there is a clear structure to your proposal. It is important that you continue to reflect on the skills you will be developing and the interdisciplinary aspect of the proposal. This has the potential to be an outstanding project. You may wish to think further about the why you have chosen the topic and the overall objective as well as cross curricular links.

<b>Proposal approved</b>		<b>Further work required</b>	Not at this stage
<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	

## Social Sciences: Interdisciplinary Project

### Plan

<b>Candidate name</b>									
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>	Study of Inequality in Dundee								
<p><b>Is this a group project?</b>    yes    <input type="checkbox"/>    no    <input checked="" type="radio"/></p> <p><b>If a group project my individual role or responsibilities will be:</b></p>									
<p><b>Timescales</b> <i>(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)</i></p> <p>End of term – 5<sup>th</sup> October</p> <ul style="list-style-type: none"> <li>• Complete proposal, plan and email to my assessor</li> <li>• Make contact with Dundee University</li> <li>• Organise tour of Dundee</li> <li>• Begin collecting statistics</li> </ul> <p>Over October Holidays:</p> <ul style="list-style-type: none"> <li>• Complete tour of Dundee</li> <li>• Make contact with Dundee City council</li> <li>• Produce base maps with OS Open Maps</li> <li>• Finish statistical collection</li> <li>• Organise resident interviews</li> </ul> <p>October holidays – November 15<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>• Begin statistics transfer onto maps</li> <li>• Conduct interviews with councillors, experts and residents</li> <li>• Prepare solutions material</li> </ul> <p>November 15<sup>th</sup> – December 20<sup>th</sup>:</p> <ul style="list-style-type: none"> <li>• Complete maps and have them printed</li> <li>• Complete solutions discussion</li> <li>• Complete interviews</li> </ul>									

- Set date for presentation
- Start on PowerPoint

December 20<sup>th</sup> – End of term:

- Do the presentation to an audience

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

I will start by collating all the required statistics pertaining to the health and wealth statistics which will be studied. Once collated, the statistics will be organised to fit the council wards studied and the surrounding area. The maps will then be produced using mapping software and colour coded accordingly with appropriate keys. I will also organise a tour of Dundee with my teacher— a lifelong resident of Dundee – to collect photographic evidence for my presentation and get first-hand experience of the areas I am studying. The maps will form the basis of unstructured interviews with health officials, politicians, sociologists and individuals who are residents in the areas. Their thoughts and opinions will then be integrated into my final presentation as discussion points and to demonstrate the conflicting views over the subject.

**Resources** (*eg people, materials, places*)

Both the Dundee University Library and St Andrews university libraries will be used to gain information on the theories of inequality. Lecturers from the University of Dundee geography department will be contacted as they have access to the required statistics and can give an academic's viewpoint on inequality. They also have relevant crime statistics from Tayside police which I will be easily able to access. Dundee City Council will be able to provide a councillors' point of view on inequality in the city. He has been a councillor in Dundee for many years, and has lived there his entire life. He will therefore be a valuable resource in documenting change in the city over his lifetime. Dundee City council's equality officer, who is has also been a resident of Dundee from birth, will also be contacted as he has the unique perspective of the leaving Dundee 20 years and then coming back to the city to work for the council. His perceptions of change of inequality in Dundee over time are of extreme value to my study. Both of these individuals will also be able to put me in touch with locals that I can interview. One such local, has grown up in Dundee and has a daughter. She is of importance to my study as she provides a residents perspective on the findings - and is in the unique position to talk about the future of Dundee and the future that her child along with the futures of Dundee's children. The teacher from my school will take me to Dundee on a trip to gain photographic evidence for my study. This photographic evidence is extremely important as it provides a real visual impact to those viewing the presentation, as the areas depicted and photographs taken often shown places they've never been to before. This certainly opened my eyes to the problems of inequality in Dundee and really brought home the topic that I was presenting about.

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

I will use a wide variety of research methods throughout my project, to provide a balanced and objective picture of what I'm investigating which is backed up by

evidence. Unstructured interviews will form the backbone of the project, as they provide opinions and thoughts of the individuals being interviewed whilst allowing for the further investigation of ideas I had not yet considered. Photographic fields work will also take place on my trip around study to gather evidence for my presentation. The statistics will be gained predominantly from the Scottish neighbourhood survey through Internet research, although some statistics will come from Dundee university. A survey will be used to evaluate my presentation to higher modern studies classes, whom this project is aimed at, after the presentation. This will provide an evaluation to the effectiveness of the project and the presentation whilst helping me to develop my skills and next time. Structured interviews will be used when dealing with politicians to insure party political agendas did not come through the research remains objective and valid. Telephone interviews will be used when speaking to locals to ensure my time is used efficiently and interviewee is not inconvenienced.

## Presentation

- **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?** Pupils studying higher modern studies in Scotland will benefit from my presentation, which will be available to the public online; this is because they study the health and wealth topic which focuses on inequality within today's society. My project will provide an accurate case study with a graphical representation of inequality within the city many of the students will know. Teachers will also benefit as it will be an attic resource for them to teach the topic as recent exemplification is one of the targets the SQA stipulates when marking climb up on studies exams. The project will be of interest to Dundee City Council as it is the first survey of its kind is to create a graphical representation of individual factors of inequality within the city. The Scottish index of multiple deprivation or writing maps a composite indicator, but the inequality has never been marked in this way before. The project should therefore be of interest to them and act a resource possibly creating policy. The projects make me of interest to locals as it concerns their city, and creation of a full objective picture will be of interest to some residents.
- **What methods are appropriate to my audience(s)** (*eg demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination*) When presenting to a group of pupils it is important that the presentation is engaging whilst remaining informative. I've therefore decided to use Prezi, innovative presentation software which is designed to engage with your audience. A presentation with breakout points the discussion is also important to insure in the audience remains engaged, therefore I will take regular breaks from presenting to allow pupils to discuss theories and then feedback into a general discussion. If anything, I hope that my presentation will be more a discussion of learning and analysis than anything else. For locals and councillors a written report combined with the online version of my presentation is appropriate for such an audience. This will allow them to view the project at their leisure, while not impinging on my time at school. This style of presentation gives the project a legacy as well, as it does not require me to present it every time. This gives it the ability to continue providing information and evidence to pupils for the foreseeable future.

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

My project is heavily dependent on the availability of the statistics required to create the maps. If not enough statistics have the correct date is unlikely and other range of factors is not available the project would be struggled to be completed. The statistics of the most important part of the project and gathering them would probably take the longest time. My project is also heavily dependent on the information technology equipment being able to cope with the high demand software that creates the maps. At school with antiquated machines this may not be possible so maps will have to be solely produced at home or at the Dundee university. My plan is also dependent on counsellors and residents being willing to speak to me and be interviewed on there sometimes controversial topic of inequality. I will be dependent on my teacher to take me around Dundee to gather the photographic evidence required for my presentation, as this is very much important to my project. I will be also dependent on the school agreeing to me to present the project to hire modern studies classes. It is also dependent on the school's permission to allow me to leave school and interview the individuals as required, and ensure the project meets SQA and health and safety requirements.

**Contingencies**

**Any anticipated problems**

Being unable to find all desired statistics for each ward.

Computer power in school being unable to run ARCGIS.

Being unable to arrange all appropriate meetings.

Being unable to find all international comparator statistics

**My plans for overcoming the anticipated problems.**

Changing the scale of some maps to a wider constituency level area.

Bringing in my own computer or using the software online only.

Working through email and telephone interviews which are less time consuming and more efficient.

Leaving out international comparisons in favour for alternatives, such as photographs.

**Method for recording my skills development**

I will effectively log my skills development throughout the project through the use of a reflective diary in which I will record everything that is done on a bi-weekly basis. This will include contingencies if things do not go to plan, areas for improvement – both in personal skills and the project as a whole. This will also allow me to effectively manage my time and work to my time scale agreed with my assessor. Upon completion, this will allow me to evaluate my skills development and progress objectively to gauge the success of the project, and the extent of personal developments.

**Assessor feedback to candidate**

This is a very detailed plan. Your timetable for when you plan to have various tasks completed is tight but you have given it lots of thought and it should help you. Remember you can be flexible and the plan may change and alter. See it as a working document. You are using a wide range of resources and showing a great deal of initiative when making contacts beyond the school. This is a very good plan.

<b>Plan approved</b>	Yes	<b>Further work required</b>	
<b>Candidate signature</b>	<b>Date</b>		
<b>Assessor signature</b>	<b>Date</b>		

## Social Sciences: Interdisciplinary Project

### Presentation of Project Findings/Product

<b>Candidate name</b>	
<b>SCN</b>	
<b>Centre name</b>	
<b>Assessor name</b>	
<b>Project title</b>	Inequality in Dundee: A Spatial Analysis

**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 findings in a seminar style presentation aimed at higher modern studies classes. I made sure to insert plenty of discussion points to engage with the audience, so their focus was retained throughout. I wanted to minimise the amount of time I spent talking, so breakout sessions when photographs or evidence was discussed were essential. I did not have a script for my presentation, as I wanted it to remain fluid and dynamic; flowing with where my audience wanted to go and picking up on any topics to be explored as a group. The presentation had a visual element through the use of Prezi slides; which allowed for the discussion and pursuit of ideas visually, as Prezi follows lines of thought in a fluid manner; conducive to discussion and debate. This element of fluidity sets it apart from traditional presentation software such as PowerPoint, which is far more regimented and distinct in its graphics. The Prezi allowed me to use photographs and show the maps in great detail – which aided me when discussing them. The presentation lasted around one and a half hours and was filmed by my assessor. The film was then edited down and coupled with superimposed maps, which provides a record of the presentation and a future teaching resource for others. At the end of the presentation, I distributed feedback sheets to all audience members to gauge their opinions on the content, format and educational benefit. This helped me to evaluate the project as a whole, and gave me ideas for what to improve, remove and retain for next time. I also sent all my material to the Dundee Courier.

The audience required an innovative, engaging presentation to keep them interested, and I believe I delivered that. I made all the content level appropriate, whilst pushing people out of their comfort zones academically in order to challenge them to think differently.

**Assessor feedback to candidate**

This was an excellent presentation, it showed off the amount of work you had put into the project. The fact that you kept your audience engaged for over one hour gives a good indication of the quality of your presentation. I liked the way you used IT to display the extent of inequality that exists in Dundee. I also like the way you provided the opportunities for the audience to reflect and discuss the issues that your presentation conveyed. I also liked the way you were keen to get feedback from the group. This was a very confident and professionally delivered presentation and discussion. Well done.

<b>Candidate signature</b>		<b>Date</b>
<b>Assessor signature</b>		<b>Date</b>

## Social Sciences: Interdisciplinary Project

### Evaluation of project

<b>Candidate name</b>									
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>	Inequality in Dundee: A Spatial Analysis								
<p><b>How successful has my project been overall?</b> <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 believe my project was successful in meeting its original outcomes; I think it produced an engaging presentation and has helped me – and hopefully others – to broaden their horizons. The project took on new attributes as it progressed – changing tack to take in new ideas – that were raised by the primary research. The production of the maps has created a valuable, original resource for teachers and citizens – it is the first of its kind in Scotland – that being a mapping of individual indicators to look at overall trend is inequality. It succeeded in my personal, priority, outcome; to go to a higher detail than the Scottish Index for Multiple Deprivation to gain a more rounded view of inequality. The SIMD works well, but my project was more accurate, in that instead of branding an area deprived, it highlighted that although the area may be poor, its health and education are better than average. My project removed the averages from the SIMD, applying more detailed analysis of grass roots inequity. The presentation was successful in its aim to educate and challenge the preconceptions inherent in school children living, working and growing in a very middle class environment. I know it was successful in this element as the feedback sheets collected confirmed this success. The project was particularly successful in my own skills development, allowing me to develop my communication, presentation, interviewing, emotional and academic attributes. I hope my project has successfully widened the horizons of those who saw the presentation; as breaking down the often entrenched middle class attitudes can be difficult to challenge was central to the presentation aspect of the project. I believe it was successful in this endeavour, as the feedback sheets participants completed showed the vast majority of individuals now think differently about the world around them.</p>									
<p><b>How effective were my communication methods throughout the project?</b></p> <p>I believe my communication methods throughout the project were clear, concise and relevant; leading to effective communication with all people involved. Effective communication was an essential part of my project, as gaining and imparting information was central throughout. Effective communication allowed me to collect data efficiently, ensure productive use of my time. Through interviews, telephone</p>									

conversations and meetings my communication skills when gathering information were effective, as I believe all the information gained was of relevance and importance to my project. When imparting information, both to the community and during my presentation, my communication methods were clear and concise, a claim corroborated by the feedback from participants. They told me that my communication was engaging, clear and not boring.

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

I would have liked to have explored the educational inequality gap further, as it would have revealed considerable amounts about the future of inequality in the city – as education is a good indicator of future socioeconomic conditions. The next steps would have been to engage further with the middle class areas of Dundee, to gather their opinions on inequality in the city, as they did not form a large part of the project. It would have been interesting to compare their thoughts with the thoughts of the largely middle class cohort at my school, to see if those who live with inequality are more aware or concerned about it than those who do not.

<b>Candidate signature</b>	<b>Date</b>	
<b>Assessor signature</b>	<b>Date</b>	

## Social Sciences: Interdisciplinary Project

### Self evaluation of generic and cognitive skills development

<b>Candidate name</b>									
<b>SCN</b>									
<b>Centre name</b>									
<b>Assessor name</b>									
<b>Project title</b>	Inequality in Dundee: A Spatial Analysis								

*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.*

<b>Application of subject knowledge and understanding</b>
<p><i>(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></p> <p>My application of subject knowledge helped me no end when my project evolved over time and gave me the academic tools to explore the issues I was looking at. My geographical knowledge led to the analysis of the statistical information and map production; an important part of the project and although less analysis based, it provided all the materials for the analysis to take place. That knowledge was prescient in the context of citizenship, as the maps provided the visual element of the project, which is the basis of the idea behind showing the real inequity in our cities, and then creating more rounded individuals as a result. My modern studies knowledge provided the tools for analysis of the information provided by the interviews. It also was essential in looking for patterns and analysing the factors at play influencing the patterns of inequality. My modern studies subject knowledge formed a big part of my presentation, as it gave me the tools to present the information gathered from politicians – and unpick their statements. Presenting the project in an informative way – challenging the entrenched attitudes – was essential to the project, and played a big part in the broad context of citizenship, as creating better informed, more rounded individuals, pertains specifically to modern citizenship.</p>
<b>Research skills – analysis and evaluation</b>
<p><i>(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></p>

I planned the research in my reflective diary, using my proposal and plan as reference points. Once I had established the plan, and what needed doing to complete the project, I created my timescale. The timescale was fluid, and allowed time to complete all the required tasks on the road to finishing my project. This allowed me to structure my research, so tasks that feed into each other could all be completed; for instance, interviews with residents needed to be done after those with politicians so policies could be discussed. My interviews were all recorded on a Dictaphone for further analysis, although I had forewarned my interviewees that this would be happening however the councillor had clearly forgotten that this would be the case, so next time to avoid confrontation I would reiterate this at the start. Reliability of data was not secured by me, but by the recording agency – in most cases the Scottish Government. Given they have a duty to produce objective unbiased statistics the data reliability is high. Referencing was done in my reflective diary, and I made reference to my sources during my final presentation. My photographic evidence gathering on my trip to Dundee was successful as an investigative venture, but raised some ethical issues. As we were travelling in a moving vehicle, gaining permission to photograph the individuals was extremely difficult – so no permission was gained in any of the photographs. I also photographed children without their permission and ran into ethical issues around the publication of the pictures. Overall, I decided to use them as I felt the unprejudiced, objective presentation of the people was more appropriate and relevant to the project. If I had gained permission, some element of artificiality may have entered the pictures. Gaining information from journals, books and articles went well, with the online catalogues offering efficient and targeted research to be carried out.

### **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 believe I negotiated and collaborated well throughout the project; with teachers, interviewees and pupils. Over the project I worked with my assessor who provided inspiration and assistance on assorted issues, and as we're still friends now it cannot have been too bad. Over the potentially unethical photography carried out in Dundee, my assessor provided a large amount of advice; we collaborated and compromised together effectively, which protect individual rights and the purpose of my study. He helped me immeasurably by putting me in touch with the councillor who provided a large amount of material for the study. With my interviewees, although questioning was sometimes probing and robust; all participating answered everything and collaborated by adding new ideas to the project.

### **Planning – time, resource and information management**

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

The fluidity of my timescale helped me to manage resources and my time effectively to a fairly large degree; although of course it evolved as the project did.

Sudden events like university interviews, personal statements, Youth Parliament business and debating competitions. Everything was completed on time by the Christmas, which has allowed me to focus on my subjects for the rest of the year – this is core to my effective balancing of my time. My reflective diary provided a record and timesheet for my project, and allowed me to prioritise tasks effectively and ensure I was keeping to my plan. It gave room for reflection of the projects timescale, and allowed for changes throughout the project. Targets and deadline were set using the reflective diary, backed up electronically on my Google calendar which reminded me on my phone. The reflective diary was by far the best tool for planning and developing my project.

### **Independent learning – autonomy and challenge in own learning**

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

I found the autonomy in the project extremely liberating – especially given the rigorous structure of many other courses and I believe it has prepared me especially well for the highly autonomous experience of going to university. I worked almost at all times; meeting deadlines, performing tasks and preparing for the presentation. I took the initiative myself to contact politicians, academics and residents when linking beyond the classroom which formed the backbone of my project. I looked for a challenge when deciding to produce the maps myself, rather than relying in the maps from the Scottish Index of Multiple Deprivation that already exist; and due to IT problems it was a challenge!

### **Problem solving – creative approaches; critical thinking; logical approaches**

To explore the problems that arose during the project, my reflective diary was used to provide an avenue for critical thinking and logical approaches. Especially when critically evaluating the results of the meetings with the councillor, where discretion and awareness was needed to interpret his evidence, as inevitably some of it contained political bias. The use of interactive maps was a creative approach to present the stark inequalities that existed between the council wards, a different approach to that of the SIMD maps.

### **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 believe my presentation went well; with the ideas and evidence presented appropriately to the audience. The method of an interactive seminar, backed up by pictures and maps on the screen, worked well for my audience; keeping them engaged throughout. I made it fairly informal as I wanted everyone to feel included- and I did not want to turn it into a lesson, I believe this worked well as it meant high audience participation was achieved. I would next time have liked a microphone to amplify my voice, as after two hours of talking I was losing it considerably. I chose my content from the maps produced and photographs taken; choosing the best

ones for discussion. I hope it was presented in a logical way; following the maps in order then moving onto discussion and photographs, before ending on a conclusion about the topic area as a whole. The structure was based around my personal journey doing the project; from making the maps, to adding human aspects through interviews and photographs to finally looking at solutions for the future.

### **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 believe I have developed a many of my personal skills over the course of my project; especially interpersonal, collaborative and research skills. My initiative over the eight months has developed hugely, from taking a few small steps to being autonomous to contacting, meeting and working with people alone. Timekeeping has also drastically improved with the element of a timescale, and I hope to continue to utilise timescales in the future to manage my time and resources efficiently. The fact that I am still on course to sit all of my other four subject exams in May is testimony to the success of my timekeeping development. I rarely encountered praise or criticism; possibly to the total autonomy of my project, so I rarely came across these. Probably the only time I did experience these two things would be my presentation feedback sheets, and although they did not impact upon the development over the project itself, the feedback collected has developed me individually. It gave an insight into my presentation strengths and weaknesses – information I have carried on to future presentations I have done. The reflective diary in particular has worked well to show my skills development over time; from the beginning when I was struggling to work alone, to the end when I was completely independent.

*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)*

I really feel I have achieved something with my project; I hope I have opened the horizons and widened the views of the pupils my presentation was shown to – the majority of which come from staunchly middle class backgrounds. I hope I have accurately reflected the views and opinions of Dundee's residents, so they have a say in ultimately a project that was about them. I hope I have provided a valuable resource for future pupils studying inequity and a resource for Dundee City Council to use in the future. If I was to do something similar in the future, I would get a wider sample of public individuals to interview – possibly a questionnaire – and would like to have worked with local police officers as well to see my project from a law and order perspective. On the whole I am very proud of how my project has turned out,

and I wish to thank everyone who helped me to ensure it came out this way.

**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 further like to develop my interview and research skills; the latter something I am sure will take place when I go to university next year, the former hopefully in future career.

## Social Sciences: Interdisciplinary Project

### Assessor Report

Candidate name \_\_\_\_\_

Candidate number \_\_\_\_\_

Centre \_\_\_\_\_

Project proposal	Tick as appropriate
<b>Grade C criteria</b>	
The title and aims of the project.	✓
Clear aims and reasoned arguments to support the relevance and practicability of the project.	✓
Identification of opportunities for:	
• own skills development	✓
• collaborative working	✓
• accessing less familiar learning environments	✓
• application of subject knowledge in a broad context	✓
• use of knowledge and skills across different disciplines	✓
• making connections between subject knowledge and the wider world	✓
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	✓
<b>Grade A criteria, includes all of above plus</b>	
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.	✓
<b>Comments</b>	
This was a well thought out and developed proposal that covered a good range of contexts. While the proposal was ambitious it was not unrealistic. The candidate through this proposal was prepared to carry out their own research and embrace new learning environments' I was also impressed by the cross curricular nature of the proposal.	

<b>Project plan</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	√
<b>Grade A criteria, includes all of above plus</b>	
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.	√
<b>Comments</b>	
<p>The candidate is clear in his objectives which were set out in the proposal. He was keen to seek out advice when it came to his planning and timeline, we would meet on a weekly basis to discuss the progress made with his plan. I thought it was impressive that the candidate went out his way to plan using a variety of research methods including primary research through taking photographs and speaking to residents which also using academics statistics. The plan was regularly reviewed. The candidate displayed a passion for the project and he was persistent in keeping broadly to his plan and timeline, despite changing the part relating to international comparisons of inequality.</p>	

<b>Presentation of project findings/product</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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.	√
<b>Grade A criteria, includes all of above plus</b>	
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.	
<b>Comments</b>	
<p>This was an excellent presentation which highlighted your findings and the extent of your research. The presentation was confidently delivered and gave the audience lots of opportunity to contribute and discuss the issues raised. I felt your use of IT was excellent as was your use of humour to highlight points. It was relaxed yet focussed from the feedback from pupils it was clear they had their eyes open to the extent of inequality in Dundee. The visual nature of the Maps and the use of Prezi highlighted in an original way statistics which had they been in a different format would have lost their impact. It was a very well planned presentation.</p>	

<b>Evaluation of project</b>	<b>Tick as appropriate</b>
<b>Grade C criteria</b>	
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).	√
<b>Grade A criteria, includes all of above plus</b>	
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).	√
<b>Comments</b>	
<p>I would have to agree with the candidate that this was a very successful project. He displayed excellent presentation skills which improved over the course of the year. I think the evaluation of the project may have developed the idea of what is being done to reduce inequalities. However, the candidates skills were developed throughout the project, he persevered when it came to setting up meetings and was able to accept the advice of others. The project showed a very good combination of primary research and academic research. I believe the candidate has met the A criteria for this area of the project.</p>	

Self evaluation of generic/cognitive skills development	Tick as appropriate
<b>Grade C criteria</b>	
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.	√
<b>Grade A criteria, includes all of above plus</b>	
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.	√
<b>Comments</b>	
<p>The candidate made very good use of his reflective diary to develop the project. It also allowed him to be reflective, for example though acknowledging the need to get wider samples of people. While the candidate was very driven he was still able to take advice and act upon it. He clearly demonstrated his ability to work with a wide range of people from very different walks of life. From his weekly meetings it was clear he was able to identify development areas and evaluate how his project was progressing.</p>	

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

<b>Overall Grade Awarded</b>	<b>A</b>
<b>Additional Comments/Overview</b>	
<p>I believe this project was of a very high standard from the proposal state to the evaluations it is clear the candidate has learned a great deal. I have no hesitation in commending this to you as a Grade A.</p>	

**Assessor signature**

**Date**

**Internal verifier signature** \_\_\_\_\_

**Date** \_\_\_\_\_