

Candidate 1 evidence

Investigation into the Historical Treatment of Travellers Across Europe

Interdisciplinary Project	
Proposal	
Candidate name	
SCN	
Centre name	
Assessor name	
Project title	Investigation into the Historical Treatment of Travellers Across Europe
Chosen subject	☐ Expressive Arts ☒ Languages ☐ Sciences ☐ Social Sciences
Project outline (<i>what it is you want to do and how will you go about it</i>) Through the use of varying sources I intend to analyse two events, one in Scotland and one in Switzerland, exploring the discriminatory treatment of travellers around Europe. Through exploring multiple perspectives, would like to learn more about past governmental approaches which put in place policies and responses in place to oppress travellers, and to explore how this affected public opinion. • To begin, I will gain a background knowledge by reading relevant newspaper articles. I will use my language skills to translate articles from their original German into English. • I will also then read abstract literature about feelings of alienation and division from Yenish authors, including the works of Mariella Mehr, exploring her feelings as a child of the open road and someone subject to the <i>Hilfswerk für die Kinder der Landstrasse</i>. • I will also reach out to the newfound organisation Radgenossenschaft der Landstrasse, founded 1975, info@radgenossenschaft.ch, which is dedicated to representing Yenish and Sinti people across Europe. • I plan to email an organisation that supports and spreads Swiss art and culture called Pro Helvetia, for suggestions about prominent people as well as potential funding opportunities for me to study this project in Switzerland. • I also plan to go to Switzerland on a cultural exchange and visit many historic sights, as well as museums and contact figures from this issue to meet me in person.	
Reasons for choosing this project (<i>eg personal interest, future plans, links to other subjects you are studying/ have studied</i>) My reasons for choosing this project arose when my mother was telling me about her time travelling around Switzerland and meeting authors of Swiss feminist literature.	

Templates for candidates and assessors
Advanced Higher BAC Interdisciplinary Project

During this time, she met one author in particular who made a profound impact on her. She stayed with this author for roughly a week, the author locked her in a cellar at night. This was due, my mother told me, to her past trauma as a victim of the Hilfswerk für die Kinder der Landerstrasse. I knew nothing about this programme or any of the effects it continues to have on people, and as a keen learner of History wanted to look more into this hidden event. I also come from a somewhat gated community in the , where new or different people are not particularly welcomed, so I wanted to also delve into the more broad history of travellers, both in my own country and in Switzerland, to examine the similarities and the repercussions in the Modern Day. I feel that this project is important, because only by acknowledging the past and moving forward from our dark history can we even begin to create a safe, cohesive environment where everyone can become a contributing member, embraced for their differences. This also allows me to look into Switzerland, a beautiful country, speaking French and German, which I have thus far really enjoyed learning in school. I can contact people and find out about many different perspectives, from different cultures and world views, which will be interesting to me, coming from a place where most people look and talk similarly.

The broad contexts this project will cover are

(Explain the ways in which the theme of your project is relevant to one or more of the broad contexts of citizenship, economic development, employability, enterprise, and sustainable development.)

Society, Culture, Systemic Discrimination, Reconciliation.

Learning environments I will access are

I will use the German dictionaries available in my school as well as the invaluable advice from my Modern Languages Teachers. One of these teachers previously lived in Switzerland, so will be an excellent help when planning my trip around Switzerland, with insider information about the most important and historic locations, using museums as well. I will email members of staff at the University of Bern to hear the story from a different perspective from the one that I've pieced together. I will also use my school's digital resources to contact leaders of many organisations dedicated to Swiss culture such as Pro Helvetia and Radgenossenschaft. I will use my German Teacher's Swiss contacts to arrange an exchange between Scotland and Switzerland. This will improve my language skills and enable me to better converse with interviewees and I will visit historic museums with exhibitions on the Kinder der Landstrasse such as the National Museum in Zurich. I will also use my school's resources to do brief comparative research into the historic treatment of travellers in Scotland and the impact in the modern day. I will also use online resources that allow me to access previous interviews with victims of the Kinder der Landstrasse.

How I will use my knowledge of my chosen subject area

I will use my German skills to draft emails and questions to prominent figures who have a large knowledge on either Senti, Yenish or Roma travellers or History,

particularly either modern Swiss history or modern Scottish History. I will also use German and French to guide myself on a cultural trip around Switzerland into various cantons, and to different museums that have exhibits on the Kinder der Landstrasse, which will be in German, so I will have to translate everything into English. I also plan to interview some people who were put through the Kinder der Landstrasse Programme during my time in Switzerland and will have to ask questions in German and listen to their answers, which will also be in German. I will also consult other people's interviews with victims and use my German skills to understand these recordings and take notes. My knowledge of German will also be necessary when reading over background information and sources online, to gain a better understanding of the issue.

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*
I will learn to take a neutral stance until all the information is gathered, then format it into a clear and cohesive structure, using different perspectives.
- *research skills – analysis and evaluation*
I will learn how to verify my own sources and teach myself about a certain topic. I will also manage the time I spend on this project
- *interpersonal skills – negotiation and collaboration*
Through this project I will cooperate with many different people, from my own teachers at school to victims of the Hilfswerk für die Kinder der Landstrasse from Switzerland who I have never met before.
- *planning: time, resource and information management*
I will create deadlines and plans for how this project will work, working to accurate timescales and problem solving to ensure that everything is completed on time. This will also benefit me in creating a balance to ensure enough time is spent on each aspect of the project. I will also need to plan my trip to Switzerland in order to maximise all the time I will spend there, and certify that I visit all the places I need to for my project.
- *independent learning – autonomy and challenge in own learning*
I will become more resilient and work to improve my confidence in speaking to others and asking for help where needed.
- *problem solving – critical thinking: logical and creative approaches*
I will learn to anticipate and combat problems as they arise.
Application of academic ethics: I will learn to explore the issue of ethics in research, and particularly how this is important when working with people who have lived experience of trauma and systemic inequalities.
- *presentation skills*
I will use all of the information I gather to create an overall layout of this issue in an extended piece of writing. This will be using my skills gained from English, History + RMPS, in order to create one further piece of writing. This means that interested people will be able to read about the issue and will advance my formatting and essay writing abilities.

- *self evaluation – recognition of own skills development and future areas for development*
I will improve my language skills and take note of any improvements for future fields of study.

Assessor feedback to candidate

your proposal is well-developed, with a thorough and realistic outline that reflects careful planning and consideration of the project's aims. You have provided a clear structure for how you intend to carry out your work, and your attention to detail suggests you are well-prepared to progress effectively. Additionally, your enthusiasm and genuine interest in the topic are evident, which will support your motivation and engagement throughout the project.

Proposal approved		Further work required	
Candidate signature		Date	09/06/2025
Assessor signature		Date	09/06/2025

Interdisciplinary Project

Plan

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	An Investigation into the Historic Treatment of Travellers Across Europe
Is this a group project? No If a group project my individual role or responsibilities will be:	
Timescales <i>(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)</i> Objective A - September to October 2025 Objective B - October 2025 Objective C - November - December 2025, must be completed by end of christmas holidays Objective D - January - March 2026	
Planning <i>(how you are going to meet the agreed objectives of your project)</i> Objective A: Conducting Background Research into the treatment of travellers <i>before</i> the Hilfswerk für die Kinder der Landstrasse and the Tinker Experiment began. I will contact historians and university lecturers to enquire about the background, using my German skills to write to these people in their own language. I will format insightful questions and also ask about personal opinions in these emails and letters. I will also read books and films in German about the persecution of the Jenisch. I will also use both my French and German language skills to read newspaper articles about the Kinder der Landstrasse and the events leading up to it. Objective B: Research trip to Switzerland I will go to Switzerland and visit the national history museum in Bern. Specifically I will look into their exhibit on the Hilfswerk für die Kinder der Landstrasse. I will also improve my German skills making it easier to communicate with sources on this issue, through a twelve day long school exchange in Brunnen in Switzerland.	

Objective C: Create a Plan for my writing piece about the Kinder der Landstrasse
I will organise all sources of information into a distinct list, co-ordinated between the different sources on each side of the issue. I will then create a plan backed up with evidence into four main paragraphs as well as an introduction and conclusion. This will serve as the basis of my essay. It will also include brief notes on source evaluation.

Objective D: Write My Piece

Using my plan, I will structure my writing piece and curate all my findings into one final piece. I will also add in citations of consulted sources and people that I have interviewed over email. Using a writing piece as a medium will allow many people to access it as well as give me skills that will be of future use in my academic career.

Resources (eg people, materials, places)

In the first instance, I will explore academic resources, using Google Scholar to identify resources that are research-informed and accessible, that explore issues related to both Kinder der Landstrasse and the Tinker Project in Scotland..

I intend to reach out to many different sources and perspectives on the Kinder der Landstrasse project, ranging from University professors to the organisation that implemented it to the victims of the project. A key resource I will use for this is my school's digital resources, such as chromebooks. I will do the same with the Tinker project in Scotland and compare the two, I will also interview people in the modern day, about the introduction of similar policies in Scotland such as Getting it right for every child (GIRFEC), and more specifically in the Highlands, the named persons policy. Gaining multiple perspectives on the overall question - is it right for the government to intervene in people's everyday lives?

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

The main research methods I will use will be surveys that I will be able to send to multiple different people and I will use open ended questions to give people the space to write their own accounts of these different issues. Doing it in this format will also allow me to compare people's answers, and gain different, in depth accounts of these issues. During my research trip to Switzerland, I will also visit the Museum für Kommunikation in Bern and look at their exhibit on Pro Juventute and the Kinder der Landstrasse, to see in person how Switzerland as a country remembers this event. I am also gaining background knowledge from newspaper articles, official websites and history professionals.

Presentation

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

If everything works out, I will have created a document of research about the historic treatment of travellers from all across Europe, in Scotland and Switzerland, compared to the modern day treatment of them in Scotland. This will benefit anyone who wants to learn about history or equality. As well it could help anyone who seeks to look into oppression and racism towards minority groups. This would allow anyone to educate themselves in historic stories which have not been very publicly shown.

I also hope that the research will help to inform people about the roles governments can play in the further marginalisation and oppression of minority groups. I also hope that this research contributes to existing research in this space.

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

A document would easily allow people to read through it or even read a brief introduction to the topic of the Kinder der Landstrasse and gain a new understanding of the maltreatment of travellers throughout history across the entirety of Europe and potential policies that may allow for the same treatment, taking advantage of prejudices. I hope to improve people's general knowledge about travellers. This document will have a printed copy in the Modern Languages Department at Dornoch Academy so that pupils and teachers can read it at any point. This will allow people in the school who are not particularly digitally literate to read it and educate themselves on this issue.

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

I am relying on my school to allow me to go to Switzerland to conduct research abroad on this issue, so that I can advance my German skills, explore the historical setting and go to a museum exhibit. I will have to rely on the reliability of newspaper sources, since there is such limited information available, I will also need to rely on those sources to tell truthful accounts from their perspective. Since this issue is so personal and still scars so many to this day, my sources won't be unbiased, but I hope that they will tell their honest account of what happened, and also I rely on them agreeing to confide in me about their difficult experiences.

Furthermore, some of my research requires engaging with interview subjects: such an approach requires capacity from the interview subjects.

Contingencies	
Any anticipated problems 1. The school, either my partner school in Switzerland or my own school here in Scotland, does not allow me to go to Switzerland during term time. 2. The professors I email do not respond. 3. The sources I use have extreme biases and prejudices regarding the programme. 4. The museum is closed on the day I go or other unforeseen circumstances hinder me from getting there.	My plans for overcoming the anticipated problems. 1. a) If my school does not allow me to go to Switzerland, I will go to the senior management, including the Modern Languages Faculty head and explain that this trip will be fully educational because it will advance my baccalaureate and also my advanced higher German. I will also tell them there is no other way to properly investigate than to go to Switzerland. b) If the Swiss school does not allow me to go during term time, I will go during my own school holiday time in order to still have my research trip. 2. I would compile a list of academic articles instead. 3. In order to still gain a balanced view I would contact the opposing side, Pro Juventute, a Swiss charity that in co-operation with the Swiss government orchestrated the Kinder der Landstrasse programme. 4. I would convince my host family to take me back at some other point during my stay and I will also thoroughly look into opening hours so that this doesn't happen.
Method for recording my skills development and future areas for improvement I will use a document to record my findings, and then restructure it into a plan for my essay. I will record all of the new skills or enhanced skills that this project brings me. I would like to improve my confidence in speaking to new individuals, particularly through correspondence with academics including professors and senior management at the school in Switzerland. I will improve my German listening skills, using old tape recordings from a radio interviews with Yenish author Mariella Mehr on her experience of the Kinder der Landstrasse. These interviews will also improve my knowledge of the events and give me a personal reflection on the project. I will also gain the ability to summarise and synthesise information, by shortening the stories and working out the different timescales of events and similarities between experiences. I will improve my language skills, during my research trip to Switzerland my language will be improved through constant communication with my exchange	

family and the faculty in the school. This will also give me my first real experience of producing a project in an academic format, with correct citations and bibliography.

Assessor feedback to candidate

You have produced a comprehensive and well-considered plan that covers all key aspects of your project. Your timescales are realistic and clearly structured, demonstrating an effective understanding of how to manage your time throughout the process. The research methods you have identified are both ambitious and achievable, showing that you have challenged yourself while remaining practical in your approach. You have also carefully considered the resources you will need and included appropriate contingency plans, which reflects a strong level of organisation and foresight. Overall, you are very well positioned to progress successfully and achieve a high standard in your project.

Plan approved		Further work required	
Candidate signature	Date		16/06/2025
Assessor signature	Date		16/06/2025

Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	An Investigation into the Historic Treatment of Travellers Across Europe

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 an article. I found this most appropriate because it allowed me to clearly structure my presentation in chronological order, and properly lay out my research. During this presentation the first problem I encountered was that I was unable to attend school in Switzerland during Scottish term time, so I had to work out dates the school in Switzerland were available during the school holidays, and arrange my travel there. For this, I ended up in Switzerland for Themenwoche and was able to travel to different places as well such as the Rheinfall and the University of Zurich, which improved my knowledge of Swiss geography and my vocabulary from learning about specialist subjects. The next problem I encountered was that this is a historic and hidden issue. This means that many books from specific authors that I wanted to look into were highly expensive and hard to find, since they are out of print, and were not printed a lot to begin with. However, to find the books I wanted, I bought from second hand bookshops and expanded the search to an international, online book seller, called AbeBooks. This enabled me to gain an in-depth understanding of the experience of the victims of the Hilfswerk für die Kinder der Landstrasse. I then was faced with the problem that certain films and information about it were only available in certain countries. To combat this, during my research trip to Switzerland, I ensured that I had the time and ability to find the materials that I needed to view for my project. I visited the Museum of Communication in Bern and explored their exhibit on the Kinder der Landstrasse Project. Upon my return, I began cataloguing my research, and found I was unable to listen to the old tape recordings that I had found from an interview with a Swiss-Yenish author. I used a cassette converter to change them into google recordings and uploaded them to my google drive to listen to them.

Assessor feedback to candidate

You chose an appropriate and effective format for presenting your findings, with the article allowing you to structure your work clearly and logically. Your writing demonstrates a strong ability to organise information in a coherent, chronological way, making your research accessible and engaging. You have also shown excellent problem-solving skills throughout the process. You identified and overcame a range of challenges, including logistical issues with travel, limited access to sources, and restrictions on materials available in different countries.

Your proactive approach to sourcing rare texts, making use of international suppliers, and taking full advantage of your time in Switzerland to access relevant materials and experiences is particularly impressive. Additionally, your ability to adapt to technical challenges, such as converting archival recordings into a usable format, further highlights your resourcefulness and determination.

Candidate signature	Date	01/12/2025
Assessor signature	Date	01/12/2025

Interdisciplinary Project

Evaluation of project

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	An Investigation into the Historic Treatment of Travellers Across Europe
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> My background research stage was very successful. Within school time, using my chromebook and using Scholar as a search engine, as well as Google for newspaper articles and websites, I was able to find many articles and bills, to build a layer of general knowledge of the issue I was studying. I was able to evaluate sources and decide whether or not they were reliable, using dominantly reliable sources. My contingencies were essential as I found with each obstacle. One weakness was many sources I found were completely one-sided, this meant I had to separately research the changes, which meant I had to find double the amount of sources to create a balanced picture between what it was seen as then versus now. Another weakness was poor time management. There was a long time spent preparing background knowledge and sources, which could have been better spent producing a more in depth piece of writing. My research trip to Switzerland was very successful. I travelled from Geneva to Zürich, which improved my knowledge of Swiss geography and my language skills in both French and German. This enabled me to more easily read the newspaper articles and interviews that I found. I was also able to visit the Bern Museum of Communication and view their exhibit on Kinder der Landstrasse. My document was successful because it tells the story of the Kinder der Landstrasse and the Tinker Experiment, specifically telling personal stories. Hopefully, it will inform interested people about issues they do not know about. This project showed me the importance of history. As I found out more, the more important this story became, not many people know these stories, I myself didn't know about them at all prior to reading "Daskind". The past has a way of repeating itself, similar abuses of power happened in both Switzerland and Scotland. It is extremely important to tell unknown stories to ensure no further atrocities such as	

Templates for candidates and assessors
Advanced Higher BAC Interdisciplinary Project

this occur, we must educate ourselves about our past, make amends for previous wrongdoings and be better in the future.

Overall, the success of this project is due to consistency and interest, without which this never would have been finished.

How effective were my communication methods throughout the project?

While I did gain a general perspective and timeline for the events as well as some personal experiences, these were often through secondary sources. It would be more useful in future to reach out to people with first-hand experience or knowledge of the project, but with a keen focus on the ethical consideration of how to approach such topics.

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

A next step would be to practise my language skills in person through an interview; of course, this would require someone to be willing to talk about an issue which is extremely sensitive and emotional for them. It would also have been beneficial to contact a historian who is well versed in this issue, to gain a deeper, specialised insight. I think this research needs to be continued, as many Swiss and Scottish people don't know about the continued difficulties of travellers due to generational trauma from these events. These projects, while historic, are also fairly recent and it is important to recognise the consequences of them.

Candidate signature		Date	03/03/2026
Assessor signature		Date	03/03/2026

Interdisciplinary Project

Self evaluation of generic and cognitive skills development

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	An Investigation into the Historic Treatment of Travellers Across Europe

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

My aims were to improve my German listening skills and enhance my confidence in speaking German and French to native speakers.

I used my language skills extensively during my research trip to Switzerland. Although I was able to practise and improve my French in Geneva by asking for directions and through general interactions with others, it was my German that significantly improved. I attended a German-speaking school in Brunnen during my trip and everyday it became easier for me to understand, obviously Swiss German is very different from any German I had previously heard, so it was an interesting challenge to not only learn more German but to also learn parts of dialectal speech. My understanding of schwyzerdutsch was much improved by the time I left, and I was no longer dumbfounded by one sentence. My listening skills also greatly improved, I was able to not get hung up on one word alone but take in the sentence in general to provide a response. I no longer felt nervous to speak either, instead feeling excited to try something new, whether it be a phrase or specific word I had learnt that was untranslatable in English.

Although not originally one of my aims, my reading was improved, through reading novels and articles in both German and French to get background information on the project.

My confidence was greatly improved by this project. I went abroad alone for the first time and navigated a busy airport, which had more people in a single branch than live in my small rural village.

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.)

Many of my sources were news articles. This was helpful because they told very personal, very specific stories. However, there are potential biases from within a newspaper, depending on the newspaper used, there may be inaccuracies, and there is a limited depth because authors are given a specific amount of time and words that they are allowed to use. For example, the article I used from the Scotsman may be biased because they have taken an interview from a victim and talked around it, telling only from the victim's perspective.

I also used official legislation. This was reliable because it is the physical laws that were enacted against GRT groups. However, it is less useful because it was excessively complex, so it took a longer amount of time to find the relevant information.

Literature pieces such as "Daskind" were useful because they enabled me to see from the perspective of the victims, and empathise with their experience. However, it is less useful because it only tells the story from one perspective. They also do not update, so the original information remains the same, which is good because it lets us know the perspective from the time of the issue, but also bad because it does not allow for new information or updates.

Throughout the research period, I would build in periods of reflection to allow me to assess how far I had progressed, what the challenges were that I was encountering and the changes I would need to make to allow me to progress.

As I worked through different sources, I used a reference manager to keep track of the various articles and literature, which helped me in building a comprehensive bibliography.

I used a diary throughout my project to collate field notes, experiential information and also to help me with dates and to track progress.

Throughout this work, I better understood assessing academic resources, of third sector 'grey' literature and of how often stories of marginalisation are poorly reflected

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.)

Throughout this project, I became increasingly aware of the complexity of this issue and of the scale of the impact of systemic racism on people's lives. I was also aware, as a non-traveller, that I had to remain racially sensitive through my use of language and to not act as though all the problems of these projects have been resolved, due to ongoing racism in both Switzerland and Scotland targeting travellers.

I have faced numerous problems during the execution of this project, and I did find it was difficult to maintain concentration when I had upcoming deadlines and preliminary exams. To combat this lack of concentration I linked my German work to my research, translating articles to practise translation and listened to interviews to improve my listening skills.

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 timescales I created proved significantly unrealistic. The research stage took significantly longer than anticipated, and the planning stage took a lot less time than I thought it would. This meant that while researching I formatted my findings into a plan, summarising relevant information as I found it and linking it to other pieces of info. In future, I will take this into account and create longer timescales for research. The timescales for my research trip were highly accurate and I spent the predicted amount of time in Switzerland

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.)

Creating links with the school in Switzerland was incredibly difficult, first my German teacher had to contact his former colleague to ask if she knew any teachers at a school in Switzerland who would be willing to do an exchange with an English-speaking student. She then passed on my German teacher's email and the two exchange students reached out. At this point, there were two students from my school, including myself planning on going. Once this link had been established, and two exchange partners had been assigned and worked out, the other student from the Scottish school changed her mind about the trip. This meant that we had the problem of two Swiss exchange students and only one Scottish. To work this out we agreed that both girls would come to Scotland and then after school in Switzerland we would do activities together. This meant that I had to travel home alone for the first time across a whole different country, improving my resilience and self-confidence. This was also done through speaking German with native speakers and learning more about the project through translating news articles and listening to interviews.

A further challenge came in securing interviews with academics or those with lived experience - the former were challenged by time (nobody in higher education has

time!) and the latter because I came to understand that engagement would perhaps be inappropriate for such early stage research. My response here was to find the historic interviews, to adapt the recorded content to digital format, and to thus ensure I continued to ensure that people with lived experience were central to my understanding.

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?)

During my project many sources changed, or did not turn out exactly how I expected. For example, many of the news articles I used told very personal stories from victims. This meant I was able, instead of creating a general picture, to delve deeply into one story at a time to make the reader truly understand the atrocities of this project. I also read books about people's experiences as well as the general life of travellers in a time when they were marginalised so extremely. I was thankful for the contingencies I had come up with which I did indeed have to put into use.

Presentation skills

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

I presented my findings by way of an essay. This meant it was easily accessible, available through any device, and it meant there was relatively low risk to the document being damaged or destroyed. I shared this document with my school's modern languages department, this means they can pass this insight on to future students, as well as give them access to my project should they have interest.

The project was clearly structured, using dominantly reliable sources with correct citations directly linked to the relevant piece of text and a bibliography including all sources consulted or referenced. The format was cohesive, with a typical essay structure, an introduction and a conclusion. Creating this presentation allowed me to use academic referencing software that has prepared me for assignments in further education. It also allowed me the opportunity to research a topic that I find interesting and to synthesise the information on that into an easily legible format.

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?)

Through this project, I have greatly improved my confidence. By the time I left my school in Switzerland, I felt more resilient and capable in simple everyday tasks

such as navigating the bus or train timetable and simply existing in a foreign country. My German language skills were greatly improved during my time there and by the time I left, I even had a slight Swiss accent when speaking German. This trip also left me with a lifelong friend, my exchange partner.

During my research stage, I gained the skill to extract relevant information and correctly reference. I was also afforded the chance to get a sound comprehension of the treatment of travellers across Europe in History and in the modern day. This will hopefully be very helpful for me should I go on to University,

I also came into contact with problems along the way. I dealt with these well because I had already created contingencies if problems were to arise. This gave me the ability to plan ahead and not back down in the face of challenges. Early on in the project, I was overly reliant on the answers and opinions of others, which led me to a halt in the project, however, after a short time I began citing other sources which were immediately accessible.

I created timescales, and while they did not go to plan, I was able to extend the deadlines in order to gather more data and extract it from elsewhere in the project to ensure that I had enough time for the more valuable parts of the project.

Through my presentation, my referencing skills greatly improved along with my drafting and editing skills. I checked my own work and created multiple drafts to improve the wording and grammar of my essay. My reflective practice was also greatly improved by this, using both my own feedback and opinions and the feedback of my assessor to create a strong essay investigating the historic treatment of travellers across Europe.

Interdisciplinary Project

Assessor Report

Candidate name:

Candidate number:

Subject area: German and French

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.	✓
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.	✓
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	
has clearly met all of these criteria in her project proposal. It will be challenging but a very worthwhile exercise both in terms of personal organisation and research of a less well-known topic.	

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	
_____ has successfully developed clear project goals that remain strictly consistent with the original proposal. She has established comprehensive strands for implementation, monitoring, and evaluation. She has created a realistic schedule with logical milestones for every project phase. She has clearly identified all necessary materials, methodologies, and avenues for stakeholder feedback. In addition, she has met the Grade A criteria fully as well: She has demonstrated a sophisticated selection and application of specialized investigation techniques. She has proactively identified both probable and possible external factors that could influence project outcomes. She has mapped out critical interdependencies between work strands, including contingency plans for necessary adjustments. She has outlined a clear, structured process for identifying and meeting own professional growth needs. In summary, _____ has produced an exceptional plan for her project. By blending practical logistics with high-level strategic anticipation and self-reflection, she has demonstrated readiness to carry out this project well.	

Presentation of project findings/product	Tick as appropriate
Grade C criteria	
Evidence of effective and critical use of — resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self monitoring.	✓
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.	✓
Clear presentation of main findings/outcomes.	✓
Grade A criteria, includes all of above plus	
Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues.	✓
Skilful and creative use of resources, including people, information and learning context to progress the project.	✓
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	✓
Comments	
has met all Grade C and A criteria in the presentation of her findings, demonstrating a mature approach. She has shown superior self-monitoring and time management and has employed a sophisticated problem-solving approach. She always responded well to feedback not just for guidance, but to help her improve her final product. She readily sought advice from various teachers with specific knowledge and skills as required. has demonstrated a good grasp of both language and background interdisciplinary knowledge. Her work is characterized by a depth of understanding, drawing on her originally identified sources, but also additional sources which were made available to her during the course of her research. This went beyond the minimum requirements for the project and shows great flexibility. ability to construct rigorous, evidence-based arguments is commendable. She applied critical reflection at key stages. Her findings are presented with clarity and supported by convincing, well-reasoned conclusions. By skilfully and creatively using a wide range of resources, including articles, recorded interviews and published data, has produced a very readable, informative and analytical piece.	

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	
again has fully met both the Grade C and A criteria. She has demonstrated an exceptional capacity for self-reflection throughout her project comparing the treatment of travelling communities in Scotland and Switzerland. She has provided a critical and justified evaluation of all the stages of her project; her analysis of the planning, implementation, and findings clearly articulated both strengths and learning points. has offered an incisive, well-balanced evaluation of outcomes against her original aims, supporting her arguments with convincingly selected evidence. Furthermore, her careful choice and skilful use of communication methods have ensured that her findings were presented with clarity and professional impact. Overall, self-evaluation was rigorous, demonstrating significant insight and academic maturity for her age and stage.	

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	
has provided a clear and reflective evaluation of her skills development across the course of the project, addressing several of the specified generic and cognitive skills, including research, planning, problem-solving and reflective practice. She demonstrates an ability to	

critically consider her progress, particularly in recognising her initial over-reliance on others and how this was addressed through more independent research and use of accessible sources.	
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She has also provided a reasoned evaluation of her strengths, notably in developing resilience, confidence, and adaptability, as well as improvements in referencing, drafting and editing. She also identifies areas for further development, particularly in relation to independence and time management, and shows awareness of how these evolved during the project. Reference is made to feedback from her assessor, which has been used to inform improvements in her final essay, demonstrating engagement with external input.	
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The overall grade will be:

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

Overall Grade Awarded	A
Additional Comments/Overview has engaged in an exceptional project, characterised by a mature, interdisciplinary approach and a deep understanding of her research into travelling communities. She successfully established clear goals and realistic milestones, demonstrating sophisticated investigation techniques and a proactive attitude towards contingency planning. Throughout the process, has demonstrated very good self-monitoring and a commendable ability to construct rigorous, evidence-based arguments using a creative range of resources. Her final findings document and her evaluation were both incisive and academically mature. Overall, has met the Grade A criteria, indicative of a highly competent performance which meets the additional requirements and consistently demonstrated a high degree of autonomy, initiative, and effective information management across the five pieces.	

Assessor signature _____

Date 27/03/2026

Internal verifier signature _____

Date 27/03/2026