

Candidate evidence

What is the true reason why young people do not vote?

Interdisciplinary Project	
Proposal	
Candidate name	
SCN	
Centre name	
Assessor name	
Project title	'What is the True Reason Why Young People do not Vote?'
Chosen subject	☐ Expressive Arts ☐ Languages ☐ Sciences ☒ Social Sciences
Project outline (what it is you want to do and how will you go about it) <i>My aim for this project is to prove that the main reason why young people do not vote is because of the lack of interest regarding politics and voting and how this can be changed to increase the youth vote and therefore have better political attainment in our elections, I also plan on evaluating this by finding out how the older people of east Ayrshire think of the youth in relation to voting and how the government thinks of the youth in relation to voting and what they are doing to improve on this.</i> <i>To complete this study: I will be researching directly with the youth by gathering evidence to calculate that main reasons as to why the youth does not vote in elections and in addition why there isn't a general interest in politics in the youth and finding out what the older generations think about the youth and what the government thinks. I will research this with several interviews with the youth in my own school directly with a focus group, and with further research with schools within the east Ayrshire region and figuring out the definitive reason why the youth do not vote. I am also planning on contacting and hopefully be able to gain interviews with MP _____ and ask her directly what she thinks about the lack in the youth vote, and what other MP's and people think.</i> <i>If all goes well with my research and if my hypothesis is correct: It should conclude that the main reason why the youth do not vote and do not have an interest in voting is that there is a lack of interest in politics and voting in the generalised population of the youth in Scotland and be able to actively comment on what East Ayrshire thinks and reflects on in relation to voting.</i> <i>Overall: To present this project I plan on giving an overall presentation to the collective of the youth in my school and showing them the evidence and hopefully this should be able to show them that their vote is so incredibly important and how they should consider having a bigger interest in voting.</i> Reasons for choosing this project (eg personal interest, future plans, links to other subjects you are studying/ have studied) I believe strongly that young people as a collective have the power to make an impact and make a difference for the betterment of society, incredibly so when it comes to voting. When learning about voting and the statistics behind it whilst doing Higher Modern Studies and Higher Politics; I learned the true impact voting has on society and how much of a difference it can make in the world, and as a result when learning that there is only aa	

Templates for candidates and assessors
Advanced Higher BAC Interdisciplinary Project

minority of young people voting in Scotland; it not only shocked me but it also inspired me to learn more and try make a change myself.

In a way, this can link forward to my desired future and my future career as I myself want to teach Modern Studies, Politics and History at a secondary level: Meaning that not only will I be teaching the youth who would hopefully vote in elections but hopefully want to have a better interest in politics and political knowledge

This project is interdisciplinary in that it utilises knowledge from both Modern Studies as a subject, but it relates to subjects such a debating, Politics and statistical studies, and it also reflects the discussion and persuasive skills from English.

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.)

This project relates to the broad contexts of citizenship quite heavily as citizenship refers to the population, and my goal with this project is for the information to help me campaign further about why young people should at the very least be engaging with politics, and furthermore my main goal is to get the vast majority of the youth engaging in politics and political conversations.

Citizenship also refers to, in a social aspect, for people to participate in their community effectively, and voting is people participating political in their local constituencies and nationally, effectively encompassing the idea of citizenship well.

There is also a huge link to social development as well, because if there was an increase in youth voting numbers, there would be a rise in the development of society, as more people would be shaping our democracy.

Learning environments I will access are

My main area of learning is school: This is because most of my knowledge previously has come from my past subjects and teachers in but as well as that, the school gives me space to work on my subjects outside of class time.

Externally I will access websites and sources of information in my local area and home when it comes to external research outside of my school building. I will also be surveying my school and potentially other schools to gather evidence from young voters

In addition to external resources, I also plan to reach out to multiple MSP's and MP's that are in my constituency and other constituencies close to my area. This is because I plan on not only gaining knowledge from them but also sharing my data with them as I strongly believe that more young people in Kilmaronock and Glasgow should be interested in politics and voting or their future.

Finally, I plan for my target audience to be the young people (15-18) in my school to witness my project and to hopefully encourage them to vote in the next election or to at least consider it.

How I will use my knowledge of my chosen subject area

I will use my previous knowledge of Political studies from Higher Politics and Higher Modern Studies to prove that there is a real advantage of young people engaging in

politics, not only for their betterment but for the betterment of the future, to avoid a non-voting populous in the future.

From Higher Politics, I can use my knowledge of creditable sources to draw unbiased conclusions and to impart knowledge onto the youth with having a lack of bias in my presentation.

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)

The 360 Process is a performance review of a person's skills, qualities, strengths, and weaknesses: This is done to evaluate an overall person's efficiency and to be able to better from this experience. I have conducted my own 360 Process and asked my parents, teachers and friends about these strengths and weaknesses. This is what I have found:

The skills I exhibit as a student and personally is that I am overall a hardworking and confident young woman who strives to be the best in what I do, I am laser-focused in my studies and that I am a very polite and kind person to be around. However, one of my main weaknesses show throughout is that I can be self-conscious and honestly excitable in some moments.

Some of the main defining traits I exhibit are that I am a cheerful and happy person, yet I can be quite resilient and disciplinary to myself when needed, and overall, I have high humility although sometimes I lack skills and lack certain traits needed; mainly I have found and already know that I am a huge overthinker and lack confidence in myself and when I am quite passionate about some things I can be a little set in my ways and stubborn which is completely understandable, and I am quite a perfectionist.

Overall though I would say that to improve these things I would firstly manage my stress levels as it can almost look like a coding Electrocardiograph when it comes to my daily life! I would also like to be open minded about other people's opinions which I am working on as of current and for my own leadership skills I hope to lead by example and empower those I lead.

I will develop my researching skills, I have used my researching skills that I have learned prior in S5 and in Advanced Higher English and Modern Studies while working on this project, so I already have basic skill set. As my project is not something that has been heavily researched, I feel like I will need to do a lot of my own research and will need to ensure that I am using unbiased sources such as YouGov and Ipsos Mori, and I must guarantee that my work has a lack of bias in the research and in the opinions I form in my research.

I believe though with this project I will develop essential skills:

One skill that I will develop is communication. This can be as simple as having a conversation or being able to effectively talk with a team in a meeting. As a result of this project, I must be able to not only present my presentation well, but be able to work well with my assessor and those who I involve in my project, such as interviewees, those who I survey and eventually those who I present my project to, alongside the assessors.

One skill I will develop is determination. This can be having the motivation and resilience to continue with a group project and be able to motivate and persuade those in your team to do and feel the same way as you. As a result of this project, I must be able to motivate and inspire myself to be determined to push on.

One skill I will develop is problem solving. This can mean working as a team to break something down and figure out a solution. As a result of this project, I must be able to assess and fix a problem in my research if it occurs and be able to effectively sort and present my project well enough to get the grade I want to achieve.

One final skill I will work on is myself evaluation skills, as I often struggle to know if I am improving on myself, and would like to get better at this. This would be incredibly useful for my project when it comes to the evaluation section, however it will be useful outside of school to keep myself in check.

(The Form I used:

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&id=oyzTzM4Wj0KVQTctawUZKa5SEgp5eudKnOY66HzUoeFUMExGR1k2V1Q3V0RXWUNOSVVISzdMMNDE1Ry4u>)

Assessor feedback to candidate

This sounds like a very interesting project, and I am excited to see what comes from it. I think there are more broad contexts that would apply to your project so might be worth going back to have a little look at those.
Your 360 evaluations produced some good findings about your skills, could you possibly break down the skills you are going to be working on and maybe let us know where you are at now with them and how you will develop them throughout this project.

A fab start and I think you are good to go!

Proposal approved	X	Further work required	
Candidate signature	Date		22/09/25
Assessor signature	Date		22/09/25

Interdisciplinary Project**Plan**

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	'What is The True Reason Why Young People Do Not Vote?'

Is this a group project? yes ☐ no ☒

If a group project my individual role or responsibilities will be:

Timescales *(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)*

June – In June I was first introduced to the project and began to gather basic research and came up with my title before I properly began the project

August – September – In this time period I completed the proposal for the Baccalaureate and began to gather resources and got the chance to meet and interview MSP's and _____ who gave me their own personal insight on why young people do not vote as much and what they want to do to change this and which motivated me further in researching for my project.

October – November – In this time period I plan to complete the 'plan' and continue with my research for my project, and during this time I have also secured 3 interviews with MP _____, Councillor _____ and _____ the director of the John Smith Foundation.

December – January – In this time period I hope to have completed my presentation and whilst studying for my exams, to begin the process of trying to curate an audience to present to.

February – In this time period I hope to have finished the Interdisciplinary Project and potentially present my project to my school to show them the true importance of voting.

End of February – March – In this time period, I hope to fully finish the project with myself evaluation and send in my Interdisciplinary Project!

POST-PROJECT: (I have been making a Gaant Chart to allow myself to keep track of my I.P and S.B but for reference, here it is!)

Task	Term 1 Status	Term 1 Pre-Project	September	October	November	December	Term 2 January	February	End of Term 2 March Post-Project
PROPOSAL									
Outline	100%	1/8/2015 - 22/9/15							
Research	100%	1/8/2015 - 22/9/15							
Content	100%	1/8/2015 - 22/9/15							
Environment	100%	1/8/2015 - 22/9/15							
Using Knowledge	100%	1/8/2015 - 22/9/15							
Self-Process	100%	1/8/2015 - 22/9/15							
PLAN									
Time Scale	100%	25/9/15 - 8/10/15							
Planning	100%	25/9/15 - 8/10/15							
Resources/Method	100%	25/9/15 - 8/10/15							
Research (P + S)	100%	1/8/2015 - 22/9/15							
Planning presentation	100%	1/8/2015 - 22/9/15							
Dependencies	100%	25/9/15 - 8/10/15							
Contingencies	100%	25/9/15 - 8/10/15							
Recording	100%	25/9/15 - 8/10/15							
THE PROJECT									
Presentation	100%	25/9/15 - 8/10/15							
Evaluation	100%	25/9/15 - 8/10/15							
THE PROJECT									
Presentation Methods	100%	25/9/15 - 8/10/15							
Research Evaluation	100%	25/9/15 - 8/10/15							
Effective Communication	100%	25/9/15 - 8/10/15							
Team Progress	100%	25/9/15 - 8/10/15							
Knowledge	100%	25/9/15 - 8/10/15							
Research (P + S)	100%	25/9/15 - 8/10/15							
Interpersonal	100%	25/9/15 - 8/10/15							
Planning	100%	25/9/15 - 8/10/15							
Autonomy	100%	25/9/15 - 8/10/15							
Problem Solving	100%	25/9/15 - 8/10/15							
Presentation Methods	100%	25/9/15 - 8/10/15							
Overall Evaluation	100%	25/9/15 - 8/10/15							

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

Objective 1: Begin research on why Young People do not vote

Firstly, I want to begin my research on why younger people do not vote and discover all potential causes as to why. I believe this is a very important topic as young adults nowadays are becoming less interested in politics which would ruin the beauty of politics and the chances of passing new laws and progressing as a country would falter. I plan to meet this by beginning to research online, with books, documentaries and conduct surveys in my school and hopefully other schools in order to gather the information I need to present my research and I plan to evaluate this research with the help of teachers and having a self-reflection of my work by reading over my research and seeing what I could have changed and done better.

Objective 2: Continue researching and curating a project on voting behaviour

Secondly, I want to continue my research and begin gathering everything together in a presentation. I believe this is important as not only will it be a step closer to finishing this project, but I will learn further about why young people do not vote and further about politics. I plan to meet this by again continuing researching my chosen topic, via using secondary sources, surveying the local area and interviewing MSP's and testing diverse ways to present my research with PowerPoint, canvas and testing other formal ways to present this. I plan to evaluate this with the final presentation as I will get feedback not only on my research and how my presentation looks, but I also plan to do a mock presentation of my work to prepare me for presenting in front of a crowd.

Objective 3: Prove my hypothesis on why young people do not vote

Third, I hope to prove my hypothesis on why young people do not vote in the UK. This is arguably the most important to me as I believe strongly that voting is very necessary and important in modern democracy, and I want to share not only my passion for politics but also my strive in the search on influencing young people to participate in politics. I plan to meet this by conducting my research on why young people do not vote and hopefully prove why I think young people do not vote. I hope to evaluate this with making surveys and sending them out to students not only from my school but other schools in the local area to gather information on why the young people of East Ayrshire do not vote.

Objective 4: Learn more about voting and politics as a whole

Second to last, I want to learn more about politics with this research. I believe this is important to me as one of my biggest passions is politics and I want to continue learning

more about politics before I (Hopefully!!) get to go to university to learn about politics. I hope to achieve this with the research I conduct as I believe I will learn more about the voting process and young people's reasons as to why they do not vote. I hope to evaluate this by myself as to hopefully learning and being able to confidently talk about my findings.

Objective 5: Hopefully convince people on why they should vote!

Lastly but not least, one of my goals is to get more people interested in learning about and getting people engaged on how to vote. This is important as it is a foundation of modern democracy and many young people my age is not as interested in voting or politics so to get people engaged in politics just nearly as interested as I would be perfect! I plan to do this by presenting my information and using the research from the project to show young people my age and maybe even other MSP's my findings and what we can do to get more young people interested in voting! I hope to evaluate this by talking to some young people and seeing if their opinions have changed at all.

Resources (eg people, materials, places)

Interviews:

MSP –

MSP –

MP –

Councillor

Primary Source – Interviews with

1 - When you were younger (16-18) Did you have an interest in Politics?

LJ – I had no interest when I was younger and only had an interest when I was older and working as a career.

SC – No, I wasn't very interested in politics when I was younger

EB – No interest, always voted but no interest – interest through journalist PM

2 – Do you think the youth of Scotland have an interest in Politics?

LJ – Yes, I do believe that the youth have an interest in politics

SC – I believe that the people of Scotland have an interest in politics.

EB – Personally, yes there is a distinction in-between issues and politics and party politics and party theatre – Depends on what young people are interested in personally

3 – How would you improve the Youth vote in this country?

LJ - Getting elected members to engage, people get onto social media

SC – Getting candidates to go out and speak to the youth of this country and teach them on how important voting is.

EB – I would say to have citizenship and make it compulsory from S1-S6 to teach about politics and their role within society.

4 - "Almost half of the young people surveyed are dissatisfied with how democracy works in the UK, 49%." Why do you think this is?

EB – Its worrying and a lot of people feel that there is no hope or progress in the country with housing, NHS, education – there is no reason for them to defend.

5 – Do you believe our education system is to blame for the lack of interest of politics in our country?

LJ – School isn't to blame fully

SC – Schools should do more to teach the youth about politics

EB – It would be nice to have more interest, but we shouldn't fully blame schools, schools should teach people how to make a difference and be a part of society.

6 - "30% of young people do not believe the government care about them." Why do you think that is?

LJ + SC - Because there is a distrust in politics, a lack of knowledge of politics nor relevant in their lives

EB - It shows that there is a disconnection between what the government is doing and how young people experience their lives and how young people see the improvements, a lot of young people do not see housing improved, until you get tangible improvements on what young people care about

7 - It is estimated that the Youth voter turnout for the independence referendum was around 75%, and for Brexit was 64%. However, the youth vote in GE's was increasingly low, why do you think this happens?

LJ + SC - There is a spark up for these other votes, there isn't an interest in GE's

EB - The states are much higher for those ones, but not GE, which drives turnout - in GE, it is not seen as such as a big choice and it is not clear at all, it reduces turnout with the confusion. Younger people (16-18) are more likely to vote rather than (18-23)

Websites:

1 - 'It is a vicious cycle why many young people don't vote' Written by BBC News on 28/6/2024

<https://www.bbc.co.uk/news/articles/cley905dg20o>

2 - IP-PAD Youth Survey UK, curated 2/6/2024

<https://www.ippad.eu/post/youth-survey-uk>

3 - The John Smith Centre - UK Poll 2025

<https://www.johnsmithcentre.com/uk-youth-poll-2025/>

4 - Social Media Platforms like Tik Tok, X and Instagram

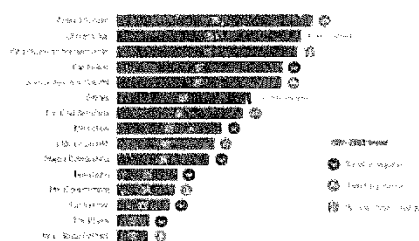
5 - 'Hey Kids: Voting's Fun!' YouTube Video made 16/5/2017

<https://youtu.be/shIOZdEzkiU?si=tqaxl79qcejGeTL>

6 - 'Gen Z has a trust problem with the British Institutions - Especially the Police' - 16/8/24

<https://theconversation.com/gen-z-has-a-trust-problem-with-british-institutions-especially-the-police-234226>

Trust trends for 15 UK institutions



Source: Ipsos MORI, 2010-2023

7 - 'New youth voters feel 'overwhelmingly unprepared' for voting' Published 9/9/25; written by anon:

https://www.gla.ac.uk/explore/glasgowsocialscienceshub/resources/all/headline_1210339_en.html

8 - 'Young People's views on politics and voting' research done by the Electoral Commission, Last updated 26/8/2025: <https://www.electoralcommission.org.uk/research-reports-and-data/young-peoples-views-politics-and-voting>

9 - "What a circus": eligible US voters on why they didn't vote in the 2024 presidential election' Written by Jedidajah Otte, published 13/12/24: <https://www.theguardian.com/us-news/2024/dec/13/why-eligible-voters-did-not-vote>

10 - 'New Youth voters feel "Overwhelmingly underprepared" for voting.' Written by Anon, Published 9/9/25: https://www.gla.ac.uk/explore/glasgowsocialscienceshub/resources/all/headline_1210339_en.html

Books:

'Theory of Voting' by Robin Farquharson, published on 2/2/1970

'Let the People Pick the President: The Case for Abolishing the Electoral College.' by Jesse Wegman, published on 17/3/2020

'Unrig: How to Fix Our Broken Democracy' by Dan G. Newman, published 7/7/2020

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

Survey:

I plan to make a survey and send it out to young people firstly in _____ and then _____ in order to gather a genuine response from young people in order to find out why they do not want to vote, I will also try my best to gather information from other schools if available.

To compare, I also plan on making a forum for the adults of East Ayrshire to gather intel on what they believe about the youth's political participation.

Presentation

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

I hope that young people are affected by my presentation as I hope to influence and change their opinion about voting and hopefully get more young people interested in voting. I also believe that young people when it comes time to vote that even a little thought about voting would occur. I would say that other people such as MSP's and MP's will be influenced and learn from my research and hopefully use my information to talk about young people voting. I know that some people may choose to ignore what I say and choose to not vote, but with further talking I believe that they may consider changing their mind.

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

I believe that the best way to present my presentation would be to have a PowerPoint and speak it aloud to an audience and engage in a discussion with those watching whilst presenting, I believe this is the best as not only is it the most engaging form of presenting my topic as I know initially voting is a boring topic but by getting people engaged would be good to try get them involved and talking about it. Whilst presenting my findings I plan to give out printed versions of my report to the assessors so they can simultaneously look at my report whilst I talk so then they can see where I get the information from and ask me questions about it.

I want to have a miniature mock trial of my presentation in late February and or early march with a group of 20 something people so then I can trial the presentation and help my nerves but also so then I can test diverse ways to present my project.

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 preferably want to present it in a large area, I am undecided if either I should use the library or our schools atrium hall in order to have a vast space to talk and make sure everyone can have a good sight of my presentation, I will likely have to get teachers permissions to get not only the young people out their class to listen and also permission from either our librarian or our head teacher to make sure that I can have permission to present my presentation properly. I will need a laptop in which connects to the projecting board so I can present my presentation properly.

I already have the necessary skills as I am a confident person and I can speak aloud to a large crowd of people, and I have a lively charisma, so I would be able to talk to people properly.

Contingencies

Any anticipated problems

It is possible that I may get quite nervous as I end to get a little nervous or anxious by overthinking and worrying and I have a stutter

It is plausible that when engaging with my fellow students during my performance they may not listen or not engage with my topic or don't answer at all, which could be an

My plans for overcoming the anticipated problems.

but to stop this I hope to practice either alone after school or with mock trials of my presentation to ensure any nerves are calmed

I can however make sure everyone is engaging by directly asking my fellow pupils the question to get their opinion on the matter and question that, whilst my project may be longer it will make a good hearty debate!

issue when asking general questions to keep them engaged It could also be a possible idea that the school is using the library which could hinder both my mock trials of my project and the actual project The teachers could also not allow the student to attend my presentation which would hurt my project and would make spreading the information about	Although, I can simply present my project after school if students can attend or present it to a class that has a double period in their classroom, if I get permission from the teacher. However, what I can do instead is that I can get a group of pupils from a free period if they would be interested in listening to make sure, I have some kind of audience. There is also potential room to advertise my performance for those who have free periods to come attend the session in the library, even if it's for a laugh to them, I will still be able to spread my information		
Method for recording my skills development and future areas for improvement: To ensure that I can improve with my anxiety I hope to get feedback from either a teacher or fellow peers in order so I can evaluate this. I will be talking to teachers closer to the time to make sure I can get the class organised and allow them to come up to the library, if they cause any disturbance which will hinder my project then I will get a teacher to ask them to leave			
Assessor feedback to candidate Fantastic start and really impressed with your sources so far! Could you have a little think about your timeline, you briefly mentioned exams but there are other things that might impact your timings so might be worth thinking about them at this stage to give yourself the best chance of success. Could you have another think of anything else that could cause a problem, these don't have to just be around you but could be the dependencies too.			
Plan approved	x	Further work required	
Candidate signature	Date		08/10/2025
Assessor signature	Date		08/10/2025

Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	'What is The True Reason Why Young People Do Not Vote?'

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))*

My presentation of my project findings in the end was a detailed PowerPoint presentation that I presented to the Higher Politics Class. It was made up of three sections:

The first was the secondary source research I had found on the three main reasons why young people choose not to vote which was a lack of trust from the government, a lack of outreach from schools and a lack of interest from the youth. Each of these slides had their own introductory point, explaining why I had chosen that point of research and on the side were 4 boxes of secondary source information and facts that I had found, and in addition was a lilac box where I showed off what primary information I had found from the many interviews I had conducted, highlighting why politicians either agreed or disagreed with my research or question I had asked them. I believe this was a great way to show off my secondary research I had found as it allowed for students to use the research and take their own notes effectively.

The second section I had in the PowerPoint was the primary research I had conducted which was the comparative study of 'What the Youth of East Ayrshire Think About voting?' and in comparison, was 'What do Those Living in East Ayrshire Think About the Youth's Political Participation?' I used **many** Excel sheets to make pie charts and bar charts of different variations to effectively show off my research and findings. I believe this was a good way to show my findings as not only did it make it very visually pleasing to see on the board, but it allowed me to be able to pick apart my own research and analyse it effectively for the class.

The last section I had in the presentation was a simple evaluation of the baccalaureate overall which evaluated my sources, my performance over the past 6 months, (including my Gaant chart) and future notes for myself and others. I did this as whilst the class is filled with predominantly 6th years, it also had a few S5'S who I wanted to try show them the beauty of the baccalaureate and the freedom you have with it. I do believe that some of the people in the class may have been convinced by my own wisdom to complete the project.

Here are some photos of my presentation:

What we will go over

Initial question

What are the main reasons why young people don't vote?

- Lack of Interest
- Lack of trust
- Lack of outreach (from schools)

Comparative study

Analysing both:

- What the youth of East Ayrshire think about voting
- What the adults of East Ayrshire think about the youth's political participation

Analysing the Study

Analysing the Pro's and cons to my S.B

- My Sources
- My Performance
- My Future Notes

A Lack of Interest from the Youth

Ultimately: Research has shown that the main reason for why young people do not participate in politics is that they just aren't interested in voting in elections or getting themselves involved in politics directly



Some young people just aren't as attentive and aware of what's happening in the world, until it affects them directly.



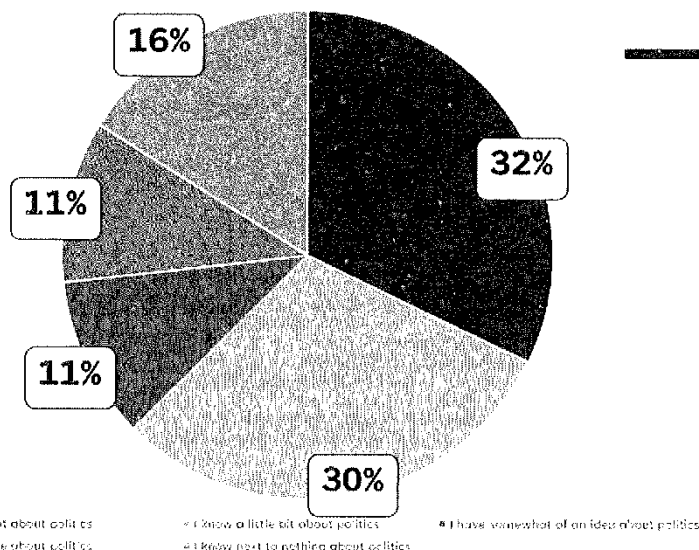
Research has shown that the main reason for why young people do not participate in politics is that they just aren't interested in voting in elections or getting themselves involved in politics directly

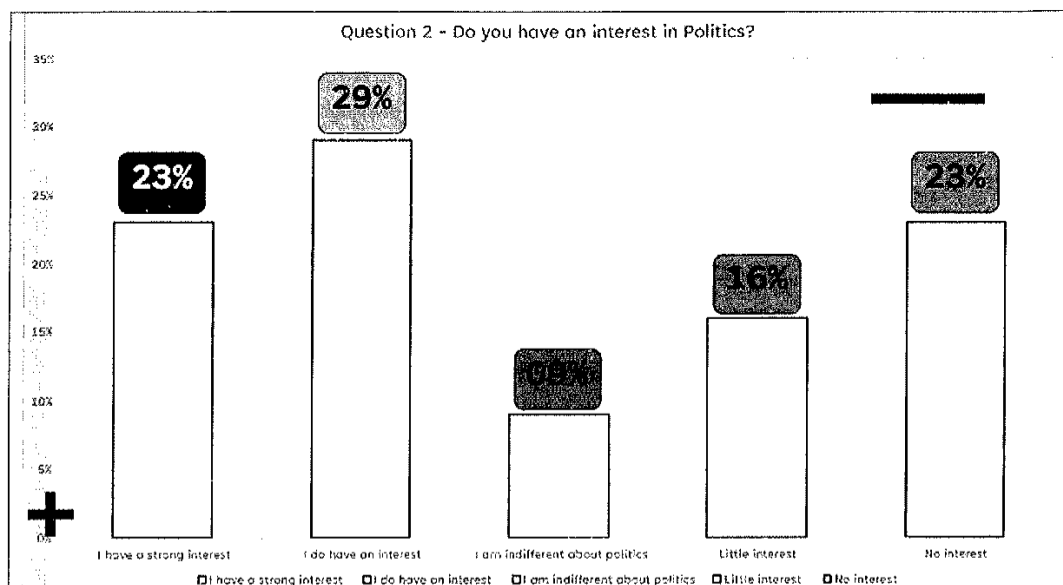
The Social Sciences Department of The University of Glasgow found that two thirds of young people say that their school did not prepare them for taking part in elections and are therefore not likely to vote.

Some young people just aren't as attentive and aware of what's happening in the world, until it affects them directly.

Commented: "The states are much higher for referendums, but not GE, which drives turnout – in GE, it is not seen as such a "big choice" and it is not clear at all, it reduces turnout with the confusion."

Question 1 - How much would you say you know about politics?





Secondary Sources:

- 1 - 'It is a vicious cycle why many young people don't vote' Written by BBC News on 28/6/2024 <https://www.bbc.co.uk/news/articles/cley905d9200>
- 2 - IP-PAD Youth Survey UK, curated 2/6/2024 <https://www.ippad.eu/post/youth-survey-uk>
- 3 - The John Smith Centre – UK Poll 2025 <https://www.johnsmithcentre.com/uk-youth-poll-2025/>
- 4 – Social Media Platforms like Tik Tok, X and Instagram
- 5 – 'Hey Kids: Voting's Fun!' YouTube Video made 16/5/2017 <https://youtu.be/shIOZdEzkiU?si=tqaxl79qceejGeTL>
- 6 - 'Gen Z has a trust problem with the British Institutions - Especially the Police' - 16/8/24 <https://theconversation.com/gen-z-has-a-trust-problem-with-british-institutions-especially-the-police-234226>
- 7 - 'New youth voters feel 'overwhelmingly unprepared' for voting' Published 9/9/25; written by anon: https://www.gla.ac.uk/explore/glasgowsocialscienceshub/resources/all/headline_1210339_en.html
- 8 - 'Young People's views on politics and voting' research done by the Electoral Commission, Last updated 26/8/2025: <https://www.electoralcommission.org.uk/research-reports-and-data/young-peoples-views-politics-and-voting>
- 9 - "What a circus": eligible US voters on why they didn't vote in the 2024 presidential election' Written by Jedidajah Otte, published 13/12/24: <https://www.theguardian.com/us-news/2024/dec/13/why-eligible-voters-did-not-vote>
- 10 - 'New Youth voters feel "Overwhelmingly underprepared" for voting.' Written by Anon, Published 9/9/25: https://www.gla.ac.uk/explore/glasgowsocialscienceshub/resources/all/headline_1210339_en.html

Originally: My presentation was going to be a report on a printed word document that I would read aloud and give to a few students to comment on during the process as I read it, however I quickly realised this would take up a huge amount of time and would quite frankly be quite boring to hear. Instead, I took the report and used what I had written and placed that into my PowerPoint. I also used the excel system to make different variations of graphs and charts to show off my information. Over the course of January I had written my report, and I had made my presentation, finishing up in early February. I began to practice presenting it at the library in my spare time I had outside of school and adapted it to what the response from the librarian had to say.

My method of presentation was to use a detailed and articulated PowerPoint I had crafted myself. The PowerPoint has infographics, had colourful and insightful visuals and had both primary and secondary research with qualitative data and quantitative data in the project. I used the presentation as I believed at the time it was an effective way to show off all the data I required and was able to effectively showcase all the data I had curated.

My choice of audience was also an efficient choice as I chose to present it to a Higher Politics Class with senior secondary pupils. This was effective as not only did the pupils and the teacher have their own insight into politics, but it also was effective as the senior pupils were a good audience as they not only listened to what I presented but took in my analysis effectively.

At the end of the presentation, I was able to gain feedback effectively as the teacher who was observing the class had taken notes and asked me numerous questions about my research and what I would add or change. The head teacher had also come along to the presentation, and he stated that my presentation had went flawlessly and he had gained a different perspective on the youth's political participation and voting as a whole. The students in this class also had come up to me in the hallways and during lunch afterwards to congratulate me and asked me how I had found out about the project, wishing they had also taken it.

The only major stumbling block I had whilst presenting my findings was that I did end up stuttering, however I don't believe this had any effect on my performance, but to help my nerves I took a deep breath between each section to help keep me going.

Assessor feedback to candidate

This is excellent and I am so glad you thought to change from a word document because I feel that leaving a word document for your peers to read might not have had the desired effect and they would have had the option to not read it in its entirety whereas listening and watching the presentation ensured that they were all exposed to the information!

I know that that would have been a lot of pressure on you when you were already nervous about speaking in front of people but it sounds like a really possible experience and outcome all round!

Excellent work!

Candidate signature	Date	5/3/2026
Assessor signature	Date	5/3/2026

Interdisciplinary Project

Evaluation of project

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	'What is the True Reason why Young People do not Vote?'

How successful has my project been overall? (*consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments*)

Ultimately, I believe that the project has been a huge success! I had managed to present all my findings and research I wanted to show off to the class, and I had convinced lots of pupils to have more insight into politics and voting.

My strengths in the project were that I was able to confidently present my findings to my audience, my presentation was filled with carefully articulated research and different forms of research with written and visual research with graphs and videos. I was even able to teach the Head Teacher of my school more about politics. However, I would say there were a few weaknesses in my project as I had stuttered a few times which did make me internally frustrated at myself, however I was able to keep calm and continue. I also did laugh a little at my video's course language in it; however, the class did seem to laugh along with me, so it wasn't too much of a deal.

I learned a lot about both of my subjects: with Modern Studies, I have been able to appreciate all the different kinds of research that there is in the research field, and it has helped me with my source questions in that subject, to understand them better. I'd say this has impacted me for good as the source questions can effectively boost my grade as I have been struggling with understanding and writing my essays. In English, the baccalaureate has helped me hone in on my writing skills, which has unprecedentedly boosted my grade for the better. These strengths are that in both of my subjects, the baccalaureate has helped me understand my subjects for the better and helped me appreciate them more. However, the weakness of this is that I don't have as much time to focus on my core subjects, however, to manage this, throughout this project I have been making allotted times to study each subject, which has greatly helped.

I wholeheartedly believe that my research was the most successful out of everything! I managed to collect lots of data from numerous different sources I secondary and from primary research and interviews. I have learned more about politics as a whole, and the attitude towards young people, and those older voting, in relation to political participation. I also learned that my observations about my fellow generation was wrong, as there was a great amount of the youth who wanted to participate, however they felt as though the government was holding them back from fully getting themselves involved. The strengths of my research were that I was able to get all kinds of research: Online, books, interviews with politicians and directly questioning the youth. Meaning that I was able to cover all my bases and gain all the intel I needed. However, I could have gotten more research for the project which could have been beneficial, but I am still very happy with what I accomplished in the limited amount of time.

I believe the planning stage was also successful as I managed to complete the planning stage within the first month, which allowed me to balance the baccalaureate and my advanced Highers. The planning did adapt as I continued the project but overall, it has stayed the same virtually throughout the past six months. However what I did not plan on was the class to burst out laughing when I shared a fact with 67%... Moving past the lame joke: I believe my planning was very successful as I managed to do it efficiently and swiftly in order to have more time in my subjects, and there was virtually no weaknesses with this first section!

Biggest challenge

My biggest challenge in this project overall was generally communicating with other people: I've always been confident but truthfully I am very internally nervous about many things; this often makes me a little anxious about things most people aren't and may find silly, but when I do freak out its because of lots of little things! This project has really helped me learn to overcome this, from connecting with lots of politicians and speaking with the many teachers I usually would not have spoken with. I've tried for years to get over my anxiety, but this project has catapulted my recovery to the stars! I am not one to enjoy school, but coming into school and doing this project along with my subjects has really made me appreciate my education more.

The ONE thing I wish I had with this project is more time! It has been a great project, and I got everything I wanted but truthfully, I think I have had a bit too much fun with this project, and just wish I had more time to research my topic.

How effective were my communication methods throughout the project?

I have done an immense amount of communicating back and forth with all the faculty in my school and out with:

In school I connected with many different teachers and staff members such as the maths teachers to have help with my Gaant chart, the politics teacher for presenting my findings and the librarian in our school to help propose my information. I also connected with the admin staff and the head teacher to help send my forums off to the different schools in East Ayrshire. This not only benefitted well for my project, but it also helped me build up my confidence with talking with strangers.

Out of school I have become quite the socialite as I have had interviews with four politicians and the director of the John Smith Centre which have not only benefitted my primary research, but it also has helped me connect with different politicians from different parties.

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

In terms of longevity, my project, I could have kept going successfully with a longitudinal study, however that is something I could consider in the future when I am in university.

In terms of expanding the project I could have gotten a vaster group of people to come watch; however, I believe this would have been slightly difficult to accomplish with the room size.

In terms of impact, I believe that I could only do so much, and I believe I have made a lasting impact on the people I presented to.

I also believe that the class did have their full attention when presenting it, however I could have advertised my presentation to more people.

Ultimately, I think if I had presented it multiple times to different classes it would have challenged me further, but I think once is enough for my project.

Candidate signature	Date	05/03/2026
Assessor signature	Date	05/03/2026

Interdisciplinary Project

Self evaluation of generic and cognitive skills development

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	'What is the True Reason why Young People do not Vote?'

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

At the start of the project, the Scottish Baccalaureate was one of my main priorities always, as I knew how important it would be to balance each of my topics so then I could try get the most out of my grades in my advanced Highers and the Scottish Baccalaureate. I made slotted times in my study timetable to work on the baccalaureate's different stages and my project, which I believe ultimately made my project the best it could be!

At the end of the project, I developed my knowledge in politics, and my two advanced Highers.

In Modern Studies, it allowed me to develop skills such as my determination to work on my essays in both subjects simultaneously whilst also working on the Scottish Baccalaureate. From this subject, it also allowed me to work in the research methods apart of advanced modern where you look at different research methods and different types of research: It has allowed me to very easily identify what each method is and to be able to analyse these methods efficiently, which is a third of the skills that are involved in my exam, which will be really beneficial come exam season.

In Advanced English, the project has allowed me to develop my analysis skills, and this has directly helped with my textual analysis skills such as identifying techniques in quotes and applying analysis for each technique in the paper, which as significantly boosted my grade over the course of the year thus far from a B to an A band 1, Which is the highest grade I have ever received in English, showing how influential the baccalaureate has been towards my grade's.

My area of knowledge that has grown from the baccalaureate is my knowledge of politics. This is because I was able to learn more about the levels of political participation that the youth in East Ayrshire have and want to grow, as it was a much higher majority then I had originally expected. I was able to discover this by using my analytical skills that I have developed from advanced English over the past year, as from practicing textual analysis I have grown my skills which have been used simultaneously in my Scottish baccalaureate.

The skills I have used in this project will benefit me in the future for university and the work I must do for my degree. For University, I will have to analyse historical texts and debate

political scripture at a higher level for my History, Politics and International Relations degree. My high level of determination that I have grown throughout the baccalaureate will help me manage the extreme workload in university, from writing essays and reading countless books.

My project is heavily tied to Citizenship and Social development. The project is tied to citizenship as voting evolves shared participation and active engagement with others and the community, meaning that my project has been able to connect with the young people at my school, and hopefully further connect with the wider community in my school through my political influence. It is also connected to the idea of social development as voting can connect people together, no matter whom they vote.

Overall: I learned throughout this project that we should not assume who votes for whom and if someone votes, as we should not judge a book by its cover. I learned that in politics there should be no judgement as to who we vote, but there should be a rational reason as to whom you vote, and for the same reasons as to why someone may choose not to vote. Whilst I personally disagree with those who do not vote, I have learned that no matter what people choose to do so, then it is their democratic right to make that choice, and there should be no harsh judgement towards these individuals.

This project has inspired me and my passion for politics, and it has led me to set a future goal of wanting to hopefully continue my research and experiment with politics further.

(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.)

At the start of this project, the research part was not as important to me at the very start as I already knew what I wanted my topic to be, and I had created a title in June. This gave me more freedom to complete tasks for other subjects and for the proposal, which eventually led me into my planning of my project. This is where I began to research more carefully into my topic and find out directly what I wanted to find.

Beginning my research: I began to figure out what exactly I wanted to do for my bacc' which led me to try see if I could find the main reasons as to why young people (People my age) chose not to be politically involved, as I had personally found it idiotic for young people not to vote. I began my research online with briefly scrolling on different blogs and websites to see the general reasons for not voting and had asked people in my classes (in mini interviews) why they didn't vote. Eventually: I had my three reasons: A) A lack of trust of the Government. B) A lack of outreach from schools. C) A lack of interest from the youth.

Whilst finishing the plan, I had time to read a few books which helped me gain more political knowledge overall as I was researching for my project. I used websites such as the Electoral Commission and The John Smith Centre to gain direct political insight on why the youth do not vote which gave me quantitative data.

I used semi-structured interviews to gain direct insight and primary research from the candidates I had interviewed. One of the most insightful came from Director from the John Smith Centre in Glasgow University, who gave me great insight into his company and great qualitative data to use directly in my research.

By the end of the research project: I had used a multitude of research methods but my favourite was the semi-structured interview. Semi-structured interviews are great as not only can you have your questions out in front of you so you don't need to have it unstructured completely and make it up on the spot, however you can also have a proper conversation with your interviewee as it isn't as rigid as a structured interview. Leading it to become the most reliable and trustworthy research method I had used. If I were researching this project again, I would highly recommend to myself that I use this method as it has slowly become my favourite.

One of the technological forms of research I used was having forums and they were incredibly beneficial. The forums allowed me to collect primary research from a remote area (My house/school) when the forums were sent out across all schools in East Ayrshire.

Overall, I learned more about research skills in general, but personally I managed to learn more about my preferred research skills. I prefer using methods such as questionnaires and online surveys to be able to rapidly send out my questions to people, and to gain a wide variety of responses, ensuring its validity. I also prefer to interview people to gain further insight on my topic. I have interviewed 4 politicians and interviewed the director of the John Smith Centre, which was not only exciting

In the future, when I am in university, I hope to be able to continue developing my research skills further and have the opportunity to research further. One of the most exciting opportunities available to me currently is that I am sharing my research with The John Smith Centre, to potentially be published in the future! I cannot believe I am writing this, but it is exhilarating to hear that MY research is asked for!

Interpersonal skills – negotiate and collaborate

(Think about how you considered other people's 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.)

At the start of the project, it was highlighted to me by my assessor that I should take other people's feedback into consideration, which now I realise is an incredibly important factor into making sure my research is not only valid but it is also reliable as it has been viewed by trusted sources and assessors.

There had been many times where I had to pretend to be confident to ensure that people could not uncover how nervous I was. In my presentation to the S5-S6's I was incredibly nervous and did stutter my words, however I kept taking moments to have a breather and continue my presentation, which worked well as according to the students after the presentation I did not appear to be nervous at all, just messing up a word or two: even though it felt like a hundred.

I am just a nervous person in general, but I use a louder voice to try make myself seem more confident, which was a very useful skill for this baccalaureate.

One of the biggest successes in this project was my time management: I was able to follow my timeline well and even surpass the goals I had set myself, leaving more time to write and produce my project. I'd say my time management skills were successful in this project as not only has it helped me in this project, but it has helped me keep track of my dissertation deadlines and folio entries for English and Modern Studies. I have also been able to manage my time well in my NPA's with Digital Media and leadership already been completed in January. This has allowed me to be able to know that my time management skills have been working well for this baccalaureate as I was able to produce my proposal and plan effectively. (Look at my Gaant Chart for Details)

However, there was one weakness with this project which was the amount of time I had to spend working on the baccalaureate. This was a big issue for me as whilst my English grades have been going up, I believe that because of this project, I have been unable to put as much attention into my Modern Studies work, leading to my grades slipping slightly, however I have been able to get my grades back up to around a B-C these past weeks, thanks to finishing the Scottish Baccalaureate.

Another small weakness I had with this project was not having access to any class. Whilst most schools who have the Scottish Baccalaureate as a subject option, At , we are unable to have a class allotted just for the Scottish Baccalaureate. This at first made me struggle with getting help, however thanks to the many library periods I can go ask help from my assessor. One example of when I have had to ask for help from my assessor was with my presentation: I was going back and forth from the library, to the class, to the library (and so forth) to get help from my assessor to check if the content I had was okay to present. This was because the video I had in my presentation had vulgar language in it, however I was able to present it thankfully as it was relevant to young people not participating politically. Regardless of not having a class, it still has been wonderful being able to complete this project, helping my independent learning.

One of the biggest changes I had to complete was transferring my project from a written document forum into a presentation. This was a good choice as my project became far more visually pleasing to look at and more intriguing for my choice of audience. However, I did waste a good few weeks of my time writing the report.

Overall: I'd say my interpersonal skills have improved over the last 7 months, thanks to this project. My time management skills have went up expeditiously as I have been able to manage and complete my project in time before my last set of prelims. The weaknesses I had faced before having been resolved, and overall, I can confidently say I have completed this project with great efficiency.

In the future, I hope to make sure that I can complete my work efficiently and continue to work hard, to hopefully get a first-class degree.

Planning – time, resource and information management

At the start of this project, I had absolutely no idea that we had to do a 360 forum OR that we had to make an effective plan, but as time went I took my skills and my time into more consideration, setting myself goals throughout the weeks to make sure my grades did not slip.

Set targets

When it came to setting targets, I would make dates in my phone Calander to finish different sections in order to ensure that I could finish them in time, I would often make alarms go off during the weekends and holidays to ensure I had at least an hour each weekend to work on my project

To Monitor my progress, I used a Gaant chart to track the project in its entirety. I believe that this was the most efficient way to track my project as all the dates could be set out Infront of me, and it would put pressure on me to complete my work, making it an effective way to track my project and my baccalaureate.

GAANT CHART:

Task	Term No.	Term 1	Term 2	Term 3	End of Term 3			
Scoping Base - (D/M/Y)	Pre Project	September	October	November	December	January	February	March Post-Project
PROPOSAL								
Outline	100%	1/8/2025 - 22/9/25						
Reasons	100%	1/8/2025 - 22/9/25						
Content	100%	1/9/25 - 22/9/25						
Endorsements	100%	1/9/25 - 22/9/25						
Using Knowledge	100%	1/9/25 - 22/9/25						
360 Assessment	100%	1/9/25 - 22/9/25						
PLAN								
Time Scales	100%	11/9/25	8/10/25					
Planning	100%	11/9/25	8/10/25					
Resources Needed	100%							
Research (P + S)	100%	1/8/2025		1/10/25				
Planning presentation	100%			1/10/2025	21/11/25			
Dependencies	100%			21/11/25 - 18/10/25				
Contingencies	100%			21/11/25 - 18/10/25				
Recording	100%			21/11/25 - 18/10/25				
THE PROJECT								
Presentation	100%			Writing The Report 30/11/25				30/2/2026
Evaluation	100%							
PRESENTATION OF PROJECT								
Presentation Methods	100%	30/10/25		1/11/2025				
REFLECTION								
Success Evaluation	100%							
Effective Communication	100%							
Take Further	100%							
KNOWLEDGE								
Knowledge	100%							
Research (P + S)	100%							
Interpersonal	100%							
Planning	100%							
Autonomy	100%							
Problem Solving	100%							
Presentation Methods	100%							
Overall Evaluation	100%							

To try anticipating and minimise any mistakes or issues, I would use this chart to meticulously keep track of my research and my progress in both projects, this was incredibly efficient. I would also continue to do this project on the weekends and when I could whilst on holiday, not only as I found it quite fun to fill in and work on (I know, I am insane.) but it was also a good way to pass the time when I was free. Why bother scrolling on my phone when I could do something that will benefit me in the long run.

Just to comment, I have also deleted all my social media as it was distracting me too much, after the exams I will finally have my Tik-Tok back!

Overall: I believe my planning skills have developed well and grown, allowing me to be able to plan efficiently for other subjects, such as my dissertation with sticky notes across my room wall. Developing these skills has been incredibly beneficial, thanks to the Bacc' and I only hope to continue growing these skills.

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.)

Learning independently has always been my biggest priority, and something that I have preferred. Since Covid, when I was only in S1, I had to independently learn and go into secondary by myself, which was very daunting. However. From this I have been able to learn independently with incredible efficiency. With the Scottish Baccalaureate, and especially with not having a proper time-tabled class, it was a huge priority that I could do this project myself, and with assistance from my assessor.

Starting the baccalaureate with no help was one of the most challenging things I had to do for this project, facing a 29 paged document for the first time was incredibly daunting, however, with now an almost 50 paged documents, it has been great to work myself! I have been able to go at my own pace, without worrying about others to catch up with, and now being able to finish at my own pace.

I have made many connections this year but the best one I must mention was with my assessor. I have never been a maths inclined person, ever. My Nat 5 Prelim Score of 4% will show that! But this means that I no longer take maths, and do not know the newer

teachers I would have not interacted with. However, this year I got to not only connect with my assessor but honestly, be friendly with them.

To be completely honest, I've never been that popular at school: People mostly talk to me only for help with their work or just to ask the time, and finding my friends was a tremendous struggle for the past 6 years. But to meet someone that I connected with quite quickly was nice, to have that reassurance from them was lovely to hear. I am incredibly thankful for that.

A challenge I had encountered with the independent learning wasn't to do with myself, but those who I worked with as I kept getting pulled aside to help others! It's not as annoying now but when you have 5 people in one period coming up for help when you're trying to do your own work, it's exhausting! But the people needing help slowly diminished overtime as they dropped out, which is very unfortunate, but it really benefitted me and my own time to do work.

Overall: I learned that I am very good at working independently, and have been able to do this perfectly with my Scottish Baccalaureate; with managing my own time and setting goals for my work and for how long I should take to complete these tasks, it has benefitted my baccalaureate incredibly and prevented me from dropping any of my subjects.

In the future, I will be able to effectively do independent working alongside working with others in group projects.

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 to support findings, reflect on problems and possible contributory factors and think critically about possible actions/changes?)

At the start of this project. I was able to problem solve well; however, my creative skills have been deeply diminished ever since I was younger, I am much more of a logistic thinker rather than creative, although I knew with this project I could develop both skills.

Creatively thinking, I thought to make different graphs to show off my work, and in addition to this, I thought to add in different segments of my presentation, to make it visually and analytically more appealing to my audience. It was important to me that it was visually appealing so then the audience would not only listen to what I had to say, but also so they would think about their own voting behaviour. What I took away from this was that I can be more creative than I thought I originally could be, which can result in me having v=more visually appealing work for university.

Critically thinking, I thought to have in depth analysis along with my graphs and to conclude my presentation. I thought this would be the best approach so I could not only refer to what I was speaking aloud, but it also allowed me to make the presentation a little less boring, instead of me just going on and on about statistics. I believe it was important to show critical thinking as it allowed me to have in depth and insightful analysis for my research. I took away from this that not only can I have visually good-looking work, but I can also have efficient and deeply analysed work for university.

Logistically speaking, it was good to have a logical approach when it came to interviewing politicians. I curated my questions to have a semi-structured interview, allowing me to have detailed questions, without it making the interviewee uncomfortable, and feeling interrogated. I made the questions I would ask the politicians, have my assessors and teachers go over them with me, and sometimes practice what I wanted to say to avoid

messing up my words or stuttering as much as I could. In the future I hope to remember how I proposed having interviews, to make it easier for university.

Overall: I learned that personally, I have good problem-solving skills, however I need to remember to properly develop my creative thinking skills and the rest of my skills for university.

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?)

At the start of the project, it was vital that I could create a well-designed presentation that was not only insightful but was also able to influence people to participate politically, as regardless of this project, it has always been a passion of mine to get more people, no matter their age, to vote and engage in Politics.

Some of the presentation skills I used were PowerPoint and Graphs. With my presentation, I included three different sections: My initial question (What are the true reasons why young people do not vote?) and my comparative study on what the youth of east Ayrshire think in comparison to what those living in east Ayrshire think about the youth's political participation.

In this project, I used many different oral presentation methods out with and within my presentation that have continually benefitted my own knowledge of political participation. Over the course of this year, I have interviewed 5 different people for my Scottish baccalaureate: Four politicians and One 'CEO'. These interviews benefitted my own knowledge of politics as some informed me of what policies parliament and their parties were doing to try increase the youth turn out, and they all highly encouraged me to share my research with their party. However I have chosen to share it with the John Smith Centre as they are politically neutral, as I do not want my research to be inflicted with any political bias.

I ensured my interviews would be effective by writing the basic questions on paper and expanding it during the interview, to not only allow me to gather the information I needed but also allow me to have a proper conversation, rather than an intense interview. I was happy with the interview's I completed but the politicians I interviewed did not give as clear answers, so I had to try and attempt to paraphrase what they had told me.

Overall: I learned from this presentation that I am much more confident than I had originally anticipated, leading me to have a better outlook on my confidence. I learned that I can thrive independently and present my work effortlessly on different mediums. My strengths when it comes to presenting are that I am able to effectively convey my passion and care for my work, and I showed a variety of primary and secondary source information in the project, including what my interviewee's had said in my interviews, giving the audience a direct insight on what their local politicians thought about the disengagement from the youth's political participation. The only weakness I had encountered was my nerves, as presenting it I could tell that those watching could see I was nervous, however I focused on my breathing and made sure that I did not visibly panicking.

In the future, I hope to continue developing these presentation skills, and find different creative yet instigative ways to develop my skills and presentation abilities.

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?)

At the start of the project, I had been receiving feedback from teachers and exams from the previous years, however self-evaluation was not as high of a priority for me, and I hadn't recognised fully that I need to evaluate my own skills. From the 360 that I had sent out to my family and friends, I had learned that whilst I was confident, and kind and a welcoming person to be around, I sometimes could appear selfish and quite blunt which put some people off from being close with me. Whilst that form was anonymous for my friends, it hurt to think that one of them thought I wasn't a good person. I had confronted this person (whom I shall not name) but this problem has been solved now: but thinking back on it still hurts to think that some people perceived me as blunt and selfish, it made me want to work on myself and the way people perceive me.

For this presentation, I have worked with many people and made connections with teachers and politicians who I hopefully think they have a good perception of me, but for this project I hoped to make sure I connected with those in my year effectively, to guarantee they took my message in, and hopefully would be more convinced to vote!

Due to the technical difficulty on the Monday, I could not present that day, however I was able to sit down with Ms (The politics teacher whose class I was presenting it to), and I was able to receive one on one feedback about my presentation. This feedback was merely just some spelling mistakes and grammar before I presented the presentation to the class. This was beneficial as I managed to get specific feedback directly on my sources and make sure there was not anything drastic to change the night before. I know other candidates wouldn't have had the same chance as myself to get one to one feedback before the presentation, but I was incredibly fortunate to receive this. One of the other pieces of feedback she gave me on that day was that I should have questioned the school staff, reflecting from this, I believe in the future I will do this so I could potentially get them to send out my form to gather more detail, as the students would have to complete said forum.

The feedback overall that I had received was really good. I got feedback from the teacher before the presentation day with one-to-one feedback on the technical part of my presentation and the video shown in the presentation, which made the teacher laugh! On the day I got feedback from students, the teacher and the head teacher who were asking me questions about my research from the forums and the interview's I had conducted previously. One of the questions which stuck out to me was that Ms asked: "Do you think your research would have been different if you sent the adult forums out to the teachers in the school, as they have a different perceptions of teenagers than parents and members of the community do." This question really stuck out to me and was incredibly true! Teachers will have a much more positive perception of teenager's ability and perception of voting in comparison to elderly members of East Ayrshire who were not teachers. Some of the immediate changes I have made were the one-to-one feedback suggestions about spelling and grammar mistakes and stylisation choices, as well as openly saying my research could be potentially bias, which opened debate between myself, the students and both the head teacher and politics teacher.

After presenting my presentation, I was highly praised by everyone in the room: The students seemed to be moved by my presentation which made me really happy to see, knowing that I have convinced my fellow peers to actively participate in politics, no matter

whom they vote. It made me feel very hopeful for the future, as I really want to see the voting turnout rise in me and eventually across the country! I used the praise internally to push me to study harder in my subjects, knowing that I have the potential to get good grades if I try! Without pushing myself too hard. No matter what people think: I do enjoy hearing about feedback as I know what I need to improve on, as I am always striving for better work and to be a better person in general. It says that this can suggest that when it comes to the "World of work" we need to give people praise and criticism to motivate them further. When I join the world of work, I hope to motivate the people I work with.

One of the setbacks I had encounters was that on the original day of my presentation, the internet across East Ayrshire had shut down, meaning I could not access my one drive and therefore did not have any of my presentation. Which was FRUSTRATING To say the least! However, the internet was back up the next day and I managed to present my project the next day. I was honestly happy with what happened as it allowed me to have one final look over my presentation and to fix any minor mistakes in the project, which didn't take too long once I got home, and it allowed me to revise my presentation before. It doesn't affect much else after that day; however it was still a huge setback that day that we were able to fix, and it allowed me to get one to one feedback which was a huge bonus.

In complete honesty: I did not receive any negative feedback for my presentation which was amazing to hear! I was asked questions about my research which were only things to consider which has helped me with my evaluation before, but nothing negative. The students in the room asked me questions after the presentation, which really benefitted my personal feedback. One student told me that "You seemed really passionate, but some parts I did not understand, so would you explain why young people don't vote to me again?" which made me realise not everyone is going to understand the technical words I used in my presentation. In the future I will explain my analysis and findings with more depth, and make sure it can be understood easily, to make sure no-one will struggle in the future. Another student also told me: "You could change the background from white to black too? I found it hard to see from far away." In the future I will make sure that I use a black page on white text to prevent people from not being able to view my presentation.

Ms (The Politics Teacher) informed me how my research could possibly be biased as "I get your project is on only east Ayrshire, but do you think it would have been beneficial if you researched the voting turnout in other constituencies?" and to which I said I would consider researching other areas to compare the data further. I hope that in the future for my politics side to my degree; I hope to be able to take this feedback and remember it for the future and be able to gather more data for the future.

If I was given something negative however it would have made me upset, but linking back to the world of work, negative feedback can push people to work harder, which it would make me want to work harder, so for the future I hope the feedback I receive is mostly positive, but it is okay to have criticism

Mr our head teacher, asked me: "Would you consider presenting this presentation to other schools like the ? I think they could really benefit from this work." I said that I would love to do that, but due to the time of the year I don't think I could. In the future if I do complete a study on the youth vote I hope to present my findings to a bigger audience from multiple schools, to engage more young people to vote, as that would be my dream!

The Director had informed me when I was interviewing him that I had good questions, but I could have had as many as I had liked. By this I assume he wanted me to ask him more, but I unfortunately did not have any. In the future, I hope to prepare more questions, or any back up questions to ask to my interviewees to gather as much analytical intel as possible.

has also requested my information from my baccalaureate in order to publish it! Which was incredibly exciting to hear that they wanted my research! Glasgow University wanted my research!!! I will be sending them my research as soon as I have finished the project, I am so honoured!

Overall: My self-evaluation skills have increased dramatically over the past 7 months, and it has been beneficial to receive all this feedback. I hope to continue developing all my skills and hopefully be able to self-evaluate myself in the future, and to continue being a better person and a better worker for university.

A strength about myself evaluation would be the lack of skill I had at the start, as discovering my lack of self-evaluation has allowed me to want to grow into a better version of myself, which I personally believe is the best kind of feedback you can get!

A negative however would be knowing how to begin bettering yourself, as it is a struggle to take a step back and realise that maybe you are not the best version of yourself, and I am glad I was able to step back and take that step forward.

I hope to be able to ultimately improve all my skills and be able to work and improve on myself for the future for university and for the world of work, in order to become a better person.

This section is not mandatory. It has been included to allow you the opportunity to undertake an overall reflection of your project.

Reflection on my experiences throughout this project (e.g. things you feel you have achieved, things you have done that you feel particularly proud of, anything you would do differently were you to do something similar in future)

With the Scottish Baccalaureate this year: I believe I have blown this out of the water if you will, and I have achieved so much in the past 7 months! I have not only completed my project in enough time to study for my prelims and exams; however, I have also been able to do so much more! I have met numerous politicians, high court judges, MP'S, SMP'S, local councillors and even Ofsted inspectors! I have interviewed 4 politicians in my area for insightful information, who were fighting at the chance to receive my information (ME?!) and offered me great feedback from my research. I have met and worked with all kinds of faculty in my school, from; teachers, classroom assistants, guidance teachers, deputy heads, head teachers, Ofsted workers and many more! I have stated before that I am quite an anxious person, and meeting with all these people have really helped boost my confidence and conversation skills exponentially. It has been amazing sitting this project, and it has opened my eyes to the reality of political participation across Scotland

One thing I am particularly proud of is that I have been able to work with the Director of The John Smith Centre in the University of Glasgow to publish my research! I am honoured that they want to use my research and it has been an utter delight to hear that my work is so highly sought after. As of March 3rd, I have emailed directly and given the foundation my research, hopefully I will get my reply, and he will hopefully receive my research and use it to educate others, it would great to hear that other young people from my school and target schools are benefitting from my research.

One thing I never thought I would do is have all these wonderful opportunities! (To those at the SQA viewing this) I come from a target school which doesn't have the best budget in

the world, and having this opportunity given to me has been a God send! This project (if I pass my other subjects and hopefully receive at least a B, C in this too!) will get me into University! A university I was told some teachers I would very likely not get in. Take that!

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

There have been skills I have been able to develop further, one of them was especially myself evaluation skills. As stated before, I did not know how to properly take a step back and evaluate myself. With this project I have been able to develop this skill and have become a confident and overall better version of myself. I have the Scottish Baccalaureate to thank for that.

I have been able to develop my determination skills further as I (hopefully) can say I have been very determined with this project! I have done so much and met some fantastic people: I am very happy with what I have managed to accomplish this year.

I may have not completed building my skills yet, but I hope to continue building these vital skills to one day be the best person I can be!

Interdisciplinary Project

Assessor Report

Candidate name _____

Candidate number _____

Subject area Social Sciences

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	

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	

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	

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	
Changed presentation from document to an actual presentation so she wasn't depending on them reading.	

Self evaluation of generic/cognitive skills development	Tick as appropriate
Grade C criteria	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	✓
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	✓
Grade A criteria, includes all of above plus	
Insightful, balanced and well structured self evaluation of own development.	✓
Assertive and justified use of feedback from others in evaluation and identification of development areas.	✓
Comments	

The overall grade will be:

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

Overall Grade Awarded	A	B	C	Unsuccessful
Additional Comments/Overview After meeting with a subject specialist it was realised that some of the Advanced Higher Modern Studies looks into limited responses to surveys and we felt that that should have been referenced more. We all felt that she could have sought after more formal feedback and used this in her self evaluation, she also didn't refer back to the 360 identified skills. She demonstrated some A criteria but some was missing. Other comments added into the verification marking.				

Assessor signature _____

Date 26/3/26

Internal verifier signature _____

Date 26/3/26