

Introduction

The evidence for the five stages of the project was submitted on the SQA templates. The assessor has supplemented the candidate's evidence with some comments, which provided some insight into how assessment judgments were reached.

In the assessor report, the comments are fairly detailed, but could contain more information regarding the candidate's progress, which would inform the internal and external verification processes further. The school's representative during the Quality Forum described the internal verification process, explaining that weekly meetings took place with candidate, assessor (Teacher of Art and Design) and internal verifier (Faculty Head). This approach supported both candidate and assessor.

Proposal

The candidate proposed a valid and topical project, which contained clearly stated aims and objectives. This was a very broad project proposal, and it is important to note that the candidate has clearly taken steps to incorporate and act upon the assessor's feedback. She was encouraged by the assessor to limit the focus group from men and women of all age groups, to a smaller focus group of young females. This allowed the candidate to concentrate on a discrete group of young women and analyse their perceptions of beauty and the media's. This made for a more manageable and achievable project.

The candidate identified two of the five broad contexts that were to be covered in the project, but she could have provided a brief explanation as to their relevance.

Although the learning environments selected by the candidate are appropriate to the project and are of an interdisciplinary nature, the range is fairly limited. These include: university departments; pupils and teacher focus groups; fashion models; Art and Design, Media Studies and Psychology department within the school. The candidate should have considered making contact with the media, ie newspapers, journalists, radio, etc.

The skills development was detailed and it related to the project. The candidate has an interest in and enthusiasm for the fashion industry and its psychological impact on young women today. This has developed her understanding of the role the media plays in the fashion world and its impact on young women.

The proposal comfortably meets all of the C grade criteria and the A criterion relating to substantial links and connections across disciplines.

Plan

The project plan is detailed and the timescales have been considered within the interdisciplinary process. The candidate's milestones, pressure points and objectives are clear and in line with the proposal. The candidate used a diary throughout the project to carefully document and plan the various stages, using this to adapt and develop her ideas.

The candidate has considered and opted for a variety of research methods. These include gathering and analysing information from questionnaires and face-to-face interviews, as well as accessing material from online resources, university dissertations and books.

By working with a small focus group of girls of varying ages she was able to refine her research and project strategies. The candidate was dependent on the data gathered from these interviews, discussions and questionnaires.

The candidate considered her dependencies, anticipated possible and probable factors that could impact the project, and created a contingency plan that considered some of the factors that might impact on the successful execution of the project. This contingency plan shows little depth of thought on how to deal with the independent interpretation of statistical data, which could impact on the successful completion of the project

Presentation of product/findings

The candidate gave a PowerPoint presentation to a varied audience, which included members of the Parent Council and educational professionals. This presentation included photographs from magazines and the internet as well as the visual perceptions of the focus group and their comments.

This visual research supported her findings and the data she had gathered related directly to the media's role regarding women, fashion and beauty.

The presentation was filmed and this gave the candidate an opportunity to evaluate and carefully consider her approach when presenting the data and her supporting material. Evaluation sheets were handed out to her audience at the end of the presentation, allowing her to gather feedback on her presentation and reflect on its success.

The assessor's comments recognise the value and success of the presentation, and it was pleasing to see the candidate employing her visual skills to disseminate the information in her presentation.

This candidate readily meets the criteria for a C grade passes and meets one of the A grade criteria.

Evaluation of project

This is a very straightforward and honest response, which emphasises the power of the media and our view of women within it.

Through discussion with her mentor regarding the broad nature of her project proposal, the candidate limited the gender and age group of her focus group. This allowed her to concentrate solely on the teenage female perspective of beauty and the media and was pivotal in the project's success. However, she does not cover this in her evaluation of the project.

The candidate evaluates her communication methods in some detail, emphasising the thought-provoking nature of the project and her effective employment of negotiating skills.

These elements were crucial to the success of the focus group discussion, and by creating the ethos of openness the candidate was able to extract honest opinions and ideas.

This section readily meets all of the grade C criteria and the grade A criterion relating to communication and presentation methods.

Self-evaluation

The fleshing-out of the skills to be developed at the proposal stage of the project was very well managed by the candidate and assessor.

The candidate approached the self-evaluation process with great honesty and her sensitive responses. This is highlighted as she details her skills development against the list of generic and cognitive skills. For example, the candidate clearly articulates what she had learned as a result of her negotiation and leadership strategies she employed during the focus group discussions.

The candidate has considered her own skills development throughout the project, identifying the need to negotiate and collaborate with others involved to meet the milestones and deadlines. She has a reasoned evaluation of her strengths, and it is supported by evidence from the project. This doesn't meet the A grade criterion for insightful and balanced self-evaluation, but the assessor has awarded the other, for the use of feedback from others in the self-evaluation.

Overview

This was a very topical project, which was evidently carried out with enthusiasm and energy.

It is evident that the candidate has benefited greatly from this experience by using both creative and logical approaches, and sharpening her presentation and appraisal skills. In conclusion the candidate has clearly met all of the C criteria for the five stages and some of the A criteria were fulfilled in every stage, allowing the assessor to award a B grade to this project.