

Introduction

The project theme examines how the community spirit of pantomime could also help children with Additional Support Needs. This is an expansive topic and the candidate has set herself a very challenging project.

The evidence for the five stages of the project was submitted using SQA templates along with very detailed assessor feedback plus a detailed Assessor Report. These detailed assessor's comments show good practice throughout the Interdisciplinary Project as they confirm or give extra information on the progress the candidate made.

Proposal

The candidate has set out extremely clear objectives with a robust justification for her choice of project reflecting on career, study and personal reasons.

She has clearly thought about her own skills and shows good understanding of how these can be utilised or developed throughout the project. The explanation as to how the project meets the three identified broad contexts is impressive and is an example of good practice.

A variety of appropriate learning environments, including several outwith the candidate's school, are proposed. The external environments are varied and the candidate has stated clearly how she will use them.

The skills analysis section is particularly insightful and shows maturity in the candidate's understanding of what she has to do to achieve her aims. The assessor's feedback reinforces the candidate's commitment to the expressive arts, and gives constructive feedback to the candidate about the broad challenges of the title.

All C grade and A grade criteria have been met in full.

Plan

The candidate has clearly stated what she needs to do on a monthly basis, even showing what she did before the official start of the project. She has clear, detailed timescales which, along with her progress log, will help keep her on track to achieve her outcomes.

The Plan has six relevant and detailed objectives which are realistic and include how they will further the proposal. The candidate has clearly thought out the resources that she will need to access. Her research methods are varied and she has explained how she will document these.

The proposed presentation method is well considered and will make use of the filmed footage accumulated throughout the project. The candidate has identified and justified an appropriate and varied target audience for her project findings. The contingencies are realistic and also consider her personal commitments.

The assessor's feedback reminds the candidate about the huge scope of the projects and reminds her that this must be achievable within the timescale, but is generally very positive, highlighting key points including the candidate's dedication to getting things right for the pupils she will be working with and her considerations of contingency plans

Again the candidate fully meets the criteria for both a C and an A.

Presentation of project findings/product

The candidate delivered her project findings in a very comprehensive fashion and reinforced these by incorporating a live performance which showed her confidence in what she had achieved.

She also used an oral presentation to highlight her findings including a clear and direct PowerPoint.

The candidate clearly justifies her reasons for using these methods and this is backed up by the assessor who states 'This was an excellent presentation from beginning to end which covered all aspects of your project and findings,' and 'It was very well thought out and was appropriate for all audience members.'

The assessor also states that she 'has developed skills to help her further in her career'.

The assessor's comments are extremely useful as the External Verifier does not see the presentation. In this case the candidate's own comments on the success of her presentation are fully backed up by the Assessor's feedback, which evidence a highly successful presentation and one which fully meets the criteria for both C and A.

Evaluation of project

This is a balanced and detailed evaluation which includes insight on the success of the project. She states that 'My original aims were all met, and I have discovered things that I did not set out to discover.' The evaluation shows that she has thought carefully about each stage of the project and has taken suggestions on board from a number of sources.

She has considered the effectiveness of her communication methods and how these affected her project, including timelines and contingencies. She has evaluated how she communicated with people both inside and outside school, showing how both oral and written research furthered the effectiveness of the project. Her collaborative working with the teachers and how this aided her in building relationships is addressed.

She has also made relevant suggestions as to how the project could be taken further and how she could facilitate this.

The candidate has achieved what she set out to achieve and has taken full ownership of her own learning. Working independently, while continuing to take on advice, is a strong feature of this project. This section again meets all of the C and A criteria.

Self-evaluation of generic/cognitive skills development

The candidate has dealt with all skills in detail, showing a very honest, mature and reflective approach to her cognitive and generic skills development. She demonstrates a high degree of autonomy and shows great ability in working independently, and with others, while taking ownership of her own learning. She acknowledges and made excellent use of advice and feedback from various sources. She also relates her experiences, and skills learned, to her future learning and career.

On reading her self-evaluation and the assessor's report, you can clearly see the development of a young person who has excellent interpersonal skills, someone who can work independently and collaboratively, and importantly, someone whose skills have been enhanced during the course of the project.

This candidate clearly achieves an A grade in all areas.

Overview

The candidate has produced an excellent project in which she clearly achieved all her objectives. It shows a high degree of independent learning, combined with her own personal skills in Expressive Arts. She has sought advice when necessary and has worked collaboratively to further her interpersonal skills. She used the information gathered and utilised the resources effectively to take full ownership of the project, and has proactively evaluated her progress and skills development throughout.

The candidate has fully satisfied all the A grade criteria in all five stages of the project.