

Introduction

The candidate's evidence for the five stages of the project and the assessor report were submitted using the templates provided by SQA.

The centre adopted a collegiate approach to quality assurance. Having previously presented candidates for the Scottish Baccalaureate in Science, teachers in other departments were familiar with the assessment standards and provided support for the assessor. The internal verification model in place for Sciences was extended to include this Expressive Arts project.

The candidate had regular meetings with his assessor, and was also supported by local organisations and national charitable trusts. This additional support mechanism was developed at the candidate's own initiative.

Proposal

The title of the project proposed is appropriate, and the outline rationale is clear.

The candidate outlines his personal interest in the proposal and uses this as justification for his choice of project. He links this to the application of his subject knowledge in music, and includes social science and science to give a real interdisciplinary feel. He also links this to his career ambitions. This knowledge was to be applied by the candidate in other learning environments, namely the local church and the RNIB.

The candidate presented a skills development section, which, whilst covering all the areas of the project, lacked somewhat in the detailed development that would allow the candidate to achieve a level of insightfulness, which would enable a pass at the upper levels.

The candidate shows that the project could be linked to society in general, mentioning employability and sustainable development, but fails to develop the background and context for this in any detail to justify their inclusion, which would have strengthened the interdisciplinary aspect of the project.

The assessor's comments provide feedback where comment is needed.

Plan

The timelines presented by the candidate were basic. There was a recognition that outside factors could play a part in distorting the planned timings. The assessor identified this thinness in content.

The objectives are clear and relate to the proposal in a rudimentary way. A range of research methods that are appropriate to the project were included.

The candidate made reference to dependencies and contingencies, but these were lacking in the detail required to meet the A grade criteria.

The involvement of a range of disciplines lacked any detailed discussion by the candidate. This which was flagged up by the assessor, although their inclusion is implicit in some of the detail presented.

The candidate gave details of the recording the skills he developed, which would allow for ongoing self-evaluation. This use of a video diary is to be commended as a valuable tool for evaluation.

The C grade criteria in the Plan section are met, but at a very basic level. For example, the timeline is clear and contains some straightforward justifications.

Presentation of project findings/product

The candidate describes the presentation methodology adequately with some justifications, both implicit and explicit, as to his choices. The audience was identified, and the reasoning behind their being chosen was alluded to.

Feedback was provided through a Question and Answer session, which was recorded by the candidate. This is an example of good practice.

The assessor's comments are valuable in confirming how the candidate met the C grade criteria.

Evaluation of project

The candidate has completed each section of the evaluation, but each section is characterised by a lack of development and detail, which would make this more analytically insightful. For example the candidate states: 'Communications were very positive'. With an example of the communication the candidate would have been able to analyse the benefit to the visually impaired, providing a more insightful basis to the evaluation.

Each of the areas of evaluation could have been developed to show the levels of understanding that the candidate had achieved.

The Evaluation as a whole lacked the insightfulness and detail that would be required to meet any of the A grade criteria. Using examples from the candidate's research would have been particularly valid in this context.

Self-evaluation

The candidate has responded to each of the prompts in this section of the template. Some limited analysis is attempted, but there is limited detailed exemplification to support it. For example, Problem Solving would have benefitted from some discussion of the problems encountered and how these were solved. This could then be linked to personal skills development in a meaningful way.

As with all other stages, the C grade criteria have been met, but the lack of development and detail means that none of the A grade criteria are met.

Overview

The candidate shows the bare minimum levels of attainment for the award of a grade C pass. There is a lack of detailed exemplification and a failure to develop argument fully, resulting in limited critical analysis.

The comments of the assessor were useful but could have included more detail.