

# Commentary on candidate evidence

## Proposal

The title of the project demonstrates a clear interdisciplinary link and in the project outline, the candidate states clearly their reasons for choosing this topic.

The candidate is already linking the project with other areas of learning and connections in the country where the language is spoken. They are clear in their reasons for choosing this topic and already has ideas as to what the project product will be and in what format.

Although none of the broad contexts have been selected it is clear from the evidence in the proposal that more than one context would be covered. This candidate has indicated that they have accessed a wide range of learning environments, which go well beyond the school context.

The candidate demonstrates an understanding of how their language skills will be applied throughout the project and that these skills will be challenged and developed in different ways.

The candidate gives a full and detailed account of how they intend to develop their generic skills and an awareness of key areas for development, such as, extending their subject knowledge in history into areas previously not studied in class.

The assessor feedback to the candidate is full and detailed. The assessor praises the candidate's proposal and skilfully identifies areas that the candidate may need to address in the planning stages, as well as suggesting other areas of personal development, such as gaining confidence in speaking to a wider audience. The assessor provides guidance to the candidate and also allows the verifier an insight into the project proposal process.

This proposal clearly meets all three of the A grade criteria.

## Plan

The timescale submitted by the candidate is somewhat brief, however a number of key dates have been identified. In addition, the candidate expands on each of the objectives identified on the timeline in the planning sections and gives a much greater depth of detail. The candidate does not show any other pressures on their time such as, UCAS applications, prelim exams, holidays etc. Although this is not a requirement, it is useful for candidates to consider these other commitments.

A variety of research methods are identified which meet the A grade criterion for 'careful selection and effective use of research/investigation techniques.'

The candidate also meets the A grade criteria with their careful consideration to the dependencies and contingencies in order for the project to reach a successful conclusion, and demonstrates an awareness of the need for thorough planning at every stage.

The candidate indicates that they will use the SQA template for their progress log in order to note skill development throughout the project. The candidate also recognises that the use of a blog for presenting their findings will be a useful source of feedback.

Again, the assessor feedback is thorough and helpful, and asks questions to help guide the candidate in the next stage of the project.

## **Presentation of project findings/product**

The candidate gives a detailed account of their project findings and the blog that they created, and how these were delivered to the audience. There is justification for the methods used and how successful these were. Feedback was received both formally and informally from a range of people, including those in academic research.

The assessor feedback fits with the candidate's account and gives even more detail of the success and impact of the project, which is crucial for the internal and external verifiers. This feedback together with the assessor report helps to show that all three A grade criterion in this stage have been fully met.

## **Evaluation of project**

The candidate gives a realistic and in-depth account of the challenges they faced throughout the project and in particular mentions the importance of contingency planning. The events in Paris in November 2015 put part of the project in jeopardy, creating a scenario that could not have been anticipated and the determination to carry on with the visit to Lyon is deemed as an act of resistance in itself.

The candidate recounts how the trip was key to developing their understanding of French and how it allowed the gathering of data on the stories, and ultimately in the creation of the on-line resource.

The candidate shows insight into their own skills development and recognises the role of the mentor/assessor and the support and encouragement received in order to see the project through to a successful conclusion, given the difficulties that were faced. The candidate also demonstrates an excellent understanding of how the project could be further developed, by taking on feedback from a range of sources.

## **Self-evaluation**

The candidate gives an extensive overview of their skills development during the project, and how this may impact on future learning. The candidate demonstrates how not only language skills were put to the test and developed, but also how to manage time, undertake research and in particular to have the tenacity and determination to see the project through to the end, despite disappointments when things do not go to plan.

The A grade criteria for 'insightful, balanced and well-structured self evaluation of own development' and 'assertive and justified use of feedback from others in evaluation and identification of development areas' have been met.

The fact that the candidate now intends to take the research in to her own heritage is in itself a measure of the success of the project as a whole.

## **Overview**

At all stages the assessor gives constructive feedback to the candidate and in the assessor report gives insight into the project at all stages through detailed comments to the verification team. All of the C and A criteria have been met and an A awarded.

This is a unique project and an example of what candidates can achieve through their Interdisciplinary Project.