

“Do Foreign Comic Books Translate Well?”

(A Grade)

Introduction

The evidence for the five stages of the project was submitted using SQA templates. The Assessor has supplemented the candidate's evidence with comments which provide full insight into how decisions about grading were reached. In the Assessor's report the comments are detailed and greatly help in the internal and external verification of the project. The school's representative at the Quality Forum made it clear that the internal verification was robust and provided great support to the candidate in terms of regular weekly meetings. The panel consisted of a Depute Head teacher, the Principal Teacher and another Modern Languages Teacher who worked closely with the Assessor in reaching decisions as regards the grading of the project. This model is regarded as an example of good practice.

Proposal

The project outline was thorough and provides a very clear rationale of the different stages of the project. The project has three main objectives. The candidate outlines her reasons for choosing this subject. Her enthusiasm for, and interest in, the topic is apparent. The candidate has shown that this project ties in with her future career aspirations. She has clearly identified learning environments outwith her own centre, citing the University of Glasgow and book publishers as two of her contacts. The candidate has stated how she will use her knowledge of languages, contacting French publishers in their own language. She has shown that she intends to use her translation skills to translate the 'Tintin' comics. The section on skills development is very detailed and the candidate shows honesty in her appraisal of her skills at the outset of the project and what she hopes to learn through this process. She is fully aware of her strengths and weaknesses.

The proposal comfortably meets all the criteria for Grade C and A.

Plan

The candidate has included a very clear timeline which is easy to follow and has set out the stages in an organised fashion. This shows how the planning is carried out and further illustrates that the candidate has given considered thought as to how the project will proceed. It is pleasing to note that she has also built in time for her other school commitments such as prelim examinations and Advanced Higher speaking examinations.

Another example of good practice is in the way in which the candidate has set out the objectives which articulate well with her proposal. They are sufficiently detailed to allow the verifier to assess how she plans to carry out her research. The research methods are well chosen in order to gain results appropriate to the project. The candidate included the way she would record her skills development through a weekly diary.

The Assessor's comments are not particularly detailed at this point. However, it is clear that the Assessor has every confidence in the candidate's ability to carry out the project. The Assessor is happy with the contingencies which have been put in place. These are very detailed and again are testament to the degree of planning which has been put into this project. It is obvious from the Assessor's report that the candidate has "taken herself out of her comfort zone". The candidate's single-mindedness is apparent through the comments on the plan in the Assessor's report. All grade A and grade C criteria have been satisfied.

Presentation of Project Findings/ Product

There was a novel approach to the presentation of the project through a workshop to a second year French class. This included a Powerpoint presentation which served as an introduction. The workshop included a translation of 'Tintin' into English and then the pupils were to create their own story in French.

There was justification of the method of presentation and it is obvious that this method was entirely successful. There is also an awareness of how some changes might have improved the presentation. This gives clear evidence of the candidate's increasing confidence and ability to evaluate the project as she is progressing through it.

The candidate also foresaw the need to provide sixth year helpers to maintain the pupils' interest and overcome any obstacles of comprehension. This attention to detail ensured the continued interest of the second year pupils and also provided a stimulating task for the sixth year helpers.

From the Assessor's comments in the report it is obvious that the candidate motivated all the pupils with this interesting approach. She used her research to good effect in order to ensure the success of the workshop. Again all A and C grade criteria have clearly been met.

Evaluation of Project

The candidate gives an extremely detailed assessment of her project. She evaluates the project against the project aims, which shows clarity of thought and approach

and is to be commended as an example of good practice. This is a balanced and reflective evaluation of her project.

Strengths worth noting include:

- the candidate's honesty in recognising parts of the project which she could have done differently
- the diary which she kept throughout
- her recognition of the level of her target audience so that she was always aware of the learners' needs and level of language
- the ability to overcome difficulties in setting up the workshop
- her ability to adapt to a rearranged time for the workshop and to fall back on contingencies
- her conclusion that her next step will be to seek feedback from the class
- the legacy of her project for future second year classes as an alternative teaching strategy

Self-evaluation

This contained a well thought-out analysis of her acquisition of interpersonal skills and how she learned to rely on others. The candidate has previously seen this as a weakness but now realises that it is a strength. There is a recognition by the candidate of her developing confidence during the course of this project. Her report is both reflective and incisive. She has given a full analysis of the various skills she has acquired and how she has challenged herself in her learning. She has shown evidence of critical thinking in her self-evaluation.

The candidate has shown that she is proud of what she has achieved. This can be seen in her final summation where she states:

"I am confident that when presented with a similar project at university I will have a clear idea of how to plan and bring it to a successful and punctual conclusion!"

In the two evaluation stages of the project the candidate has satisfied all A and C grade criteria.

Overview

The Assessor's comments in the report further underline the success of this project. The candidate has been able to produce a project which is interesting in her approach to the presentation and indeed in the very topic matter of the project. She has shown that she has been able to work independently, to foresee problems and

solutions to these problems and to ensure that her timescales provided a proper framework for the project. This has been a very mature and well-organised project which is deserving of the grade A which it was awarded.