

# “Keeping Minority Languages Alive Through Music”

(Grade A)

## Proposal

This was a well conceived and thought out proposal, which linked clearly to the candidate’s own interests and demonstrated a strong interdisciplinary focus. The candidate has clear ideas about the project’s purpose and how she intends to go about the process. Although only one context need be selected, the candidate has indicated that she considers this project to touch on all of the contexts. It would have been useful to see the candidate explain how she saw her project touched all five, although not mandatory, this would have given further insight into how she envisaged her project developing. The candidate identified a wide variety of learning environments that would be accessed during the project and is already considering collecting feedback, which will be essential for the evaluation and self-evaluation stages of the project. The candidate explains clearly how her language skills will be applied during the project and also gives a well-balanced view of the generic skills set and how she sees these developing through the process. The candidate also has decided on a sensible method of recording and logging progress of the project with the simple use of a handwritten diary. The candidate has clearly met all of the A and C grade criteria.

## Plan

The plan demonstrates clear project objectives in line with the project proposal, and there is evidence of detailed and relevant objectives. The candidate gives realistic and manageable goals within a firm time frame. The candidate has a wealth of potential contacts at home and abroad and will make use of ICT to gather information and to analyse the responses received. The candidate shows good awareness of the audience for the project and will adapt the presentation method to suit those in France for practical purposes. In the dependencies and contingencies section the candidate is realistic in what is necessary for the project to be successful and the anticipated problems are sensible and demonstrate a determination to succeed. Again the candidate makes reference to keeping a diary of the project process.

The candidate has produced a detailed timeline to support progress throughout the project, which not only gives projected dates, but also dates when feedback has been received. She has satisfied all of the A and C grade criteria at this stage of the project.

### **Presentation of Project Findings/Product**

The candidate gives a full, but succinct account of the presentation of the project, giving details of the method of presentation and the audience. The candidate explains clearly how she called on the help of others to support the presentation showing creative use of resources. The candidate takes cognisance of the disappointment that funding for a particular aspect of the project in Brittany had been unsuccessful. There is evidence of critical thinking, analysis and conclusions being drawn. The candidate demonstrates a deepening understanding of the subject and contexts. Again all A and C grade criteria have been met.

### **Evaluation of project**

The candidate has produced a critical analysis of all stages of the project and all the processes involved. There is evidence of effective use of communication skills and comments made are insightful and well balanced. The candidate also shows that, although part of the project was unable to be achieved due to lack of funding, that this is now in place and will allow the visit to Brittany to be achieved, even although it will be outwith the project timescale.

### **Self-evaluation**

The candidate approaches the self-evaluation section of the project with a reasoned evaluation of her own strengths and key goals at the start of the process. The evaluation is insightful and well balanced. There is evidence of recognition of the benefits to her self-confidence in presenting to a large audience, and she sees this as something she will build on as she embarks on her further education course. The candidate has made constructive use of feedback, both from her audience and her assessor on recognising her skill development throughout the life of the project. The candidate is to be commended for her determination to take the project to its conclusion beyond the timeframe of the Interdisciplinary Project deadlines. For both of the evaluation stages of the project the A and C grade criteria have been comfortably met.

### **Assessor Comments**

Throughout the project the candidate is supported by helpful, constructive and sensible assessor feedback to the candidate. This feedback greatly assisted the verification process and it is clear that the candidate benefited from the assessor's common sense approach. However, it is recommended that the assessor also complete each of the comments sections of the assessor report in addition to the feedback to candidate section given at each stage of the candidate's submission. These sections can be used by the assessor to explain why they have decided whether particular criteria have or have not been met and are useful for both Internal and External Verification. The candidate has clearly satisfied all A grade criteria in addition to the C grade criteria in the five stages of the project.