

Commentary on candidate evidence

Proposal

The project title poses an interesting question that the outline expands on, identifying a current issue affecting society. The choice of project has been strongly justified, linking well to the identified broad contexts helping to meeting the A grade criterion for 'Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable' and 'Robust and carefully argued justification of the proposal'.

The use of existing subject knowledge is apparent and there is a wide variety of proposed unfamiliar learning environments, which are relevant and appropriate to the question.

The candidate has commented on their existing skills set and how the project will allow them to develop these further, which will help with the self-evaluation at the end of the project

The feedback from the assessor indicates that this candidate has developed an initial idea and investigated its viability. Reference to a discussion suggests that the candidate may have presented this proposal to the assessor and taken on-board feedback from this. The strands to this project are focusing mainly on health and costs but more links could have been made. For example, a consideration of design and ergonomics would have helped meet the A grade criterion for 'Substantial links and understanding of possible connections across disciplines contributing to the project'.

Plan

The timescales are presented as a Gantt chart and meet the requirements, showing consideration of the sequence of events and taking into account some additional commitments.

The planning section could have been more detailed, for example, more information on the purpose of the survey; however, in general, the plan develops project objectives in line with the proposal.

There is a variety of different research methods being used allowing skills development in different areas and meeting the A grade criterion for 'Careful selection and effective use of research/investigation techniques.'

The candidate has identified some dependencies but two of them are very similar, however there is also an indication of dependencies in the timeline, together providing sufficient evidence to meet the A grade criterion for the 'Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan'. One benefit of presenting the timeline

as a Gantt chart is that it requires the candidate to consider dependencies and can be used to support the dependencies section.

The given contingencies are weak and do not meet the A grade criterion for 'Anticipation of probable and possible factors which may impact on the project'.

The candidate provided clear and detailed information on how they intended to record skills development, including how they will record and use feedback throughout the project allowing them to meet the A grade criterion to 'Outline the process for achieving own identified development needs'.

Although the feedback from the assessor was useful in identifying progress, it could have been more constructive for the candidate.

Presentation of project findings/product

The candidate has given a good description of their presentation method, with justification for the choice of audience. Mention is made in the plan about a handout to reach a wider audience, but this does not seem to have been explored further, with no explanation as to why. More detail could have been given on the content of the slides.

Teaching staff provided written feedback and the assessor has included some of this in the assessor feedback to candidate section, which is a good way of supplementing their comments, although feedback from the pupil audience does not appear to have been sought. The assessor feedback is positive and indicates a presentation well received.

The A grade criterion for 'Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established' has not been met. The comments in the assessor report may attribute this to the simple description of the underlying biology.

Evaluation of project

The candidate has carried out a balanced evaluation of the project with clear detail on areas of strength, weakness and learning points. There is a good balance between reflection and description, giving insight into how the project progressed and this clearly meets the A grade criterion as an 'Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence.'

Communication has been considered, meeting the C grade criteria, however this evaluation has too narrow a focus to meet the A grade criterion of 'Careful choice and skilful use of communication and presentation method(s).'

Self-evaluation

This is a critical self-evaluation, which contains detail of the progress of the project as well as progress of skills development - candidates should be careful not to include too much detail of the project itself. It is well balanced and honest, using evidence from throughout the project and meets the A grade criterion 'Insightful, balanced and well structured self-evaluation of own development.'

The assessor comments refer to the use of feedback in the presentation of findings as well as in the self-evaluation section which supports the awarding of the A grade criterion for 'Assertive and justified use of feedback from others in evaluation and identification of development areas'.

Overview

This project clearly meets several A grade criteria throughout the five stages to warrant being awarded a grade B. In order for an A to have been awarded, all A grade criteria would have to have been met. Where A grade criteria have not been awarded, the assessor has justified this in their comments. The candidate clearly worked independently and used initiative from the outset, obviously gaining a lot from completing their project.