

Commentary on candidate evidence

Project title: An idiots guide to economics!

Proposal

The proposal gives a sound argument for the planned topic; however, the outline has a very wide scope. To look at 'how current affairs are affecting the economic landscape' would be a whole project on its own. It is commendable that the candidate took on board the advice of the assessor and narrowed the focus of the project. With this narrowing, a more appropriate title should perhaps have been considered.

The candidate has expanded on the broad contexts which help to show the relevance of the project. The chosen contexts are appropriate to the project.

The learning environments are relevant, but they are all very similar. Given the narrowed demographic range for the project, it may have been difficult to expand the learning environments further, though there are sufficient to meet this C grade criterion.

The skills section has been completed well and input is relevant to the project.

The assessor feedback is positive and acknowledges the narrowing of the scope of the project making it more manageable.

The proposal meets all C grade criteria. It also meets all of the A grade criteria, though without the reduced demographic range, this project would not have been considered 'well-conceived'.

Plan

The timescales are shown on a Gantt chart but lack detail, though they do meet the grade C criterion for realistic timescales. Where a candidate expands their timescales to show a more detailed sequence of events it can support the dependencies, contributing to the A grade criterion for this.

The planning section shows the development of the project in line with the objectives, though there is some overlap with the resources and research methods sections. These sections clearly identify the intended resources and research methods, meeting the C grade criteria for these sections, and possibly the A grade criterion, though this has not been awarded by the assessor.

The method of presentation has been considered and the candidate's plans are appropriate.

Several dependencies have been listed, though only the first one is of a quality that would meet the A grade criterion. Similarly, the contingencies are not really contingencies. In this section candidates should consider alternative planning strands if they are unable to carry out their original ideas.

The assessor suggests in their feedback that the candidate should take themselves out of their comfort zone, hinting that in the planning the candidate is perhaps looking for the easy option.

The candidate has considered how they will record their skills development throughout the project. Completing this task well can assist a candidate in completing the evaluation stages later.

All C grade criteria have been met as has the A criterion for outlining the process for achieving identified development needs.

Presentation of project findings/product

The candidate has considered the presentation method and audience. However, there is a great deal of focus on the justification for producing a pamphlet and very little on the content of the pamphlet and how the content came about.

The candidate should also have explained how they presented the project findings through discussing the actual content of the pamphlet in some depth. This could have included, for example, survey questions, response rates, statistics, actual age ranges targeted.

The feedback from the assessor is very positive and acknowledges the effort put in by the candidate. Achievement of the first and second A grade criteria has been hindered by the lack of consideration of resources and research methods in the planning stage which also consequently impacts on the conclusion which could be drawn from collected data.

The assessor report comments support the awarding of all C grade and the third A grade criteria.

Evaluation of project

The candidate has carried out an incisive and balanced evaluation. The use of headings, based on the italicised prompts within the template has helped the candidate evaluate all aspects of the project.

The candidate acknowledges the difficulty in asking people about their financial situation. More careful consideration of the questions contained in the surveys and the methods used in obtaining replies would have improved the success rate of the surveys and would have contributed to achieving the second A grade criterion.

Both C grade criteria and the first A grade criterion have been met.

Self-evaluation

The candidate has carried out a good self-evaluation, though there are some sections where it is the project being evaluated (the product) rather than the skills developed as a result of carrying out the project (the process). When a candidate does this, it can support an A grade award in the evaluation of the project – as is the case here. It can also weaken the self-evaluation, however there is sufficient content regarding skills to allow the first grade A criterion to be awarded.

The assessor's comments in their report give explanation for them not awarding the A grade criterion for assertive use of feedback.

Both C grade and one A grade criteria have been met.

Overview

This project has been awarded a grade C. It is a topical project which was over ambitious to start with and suffered from the way in which it was restricted to fit into a given timeframe.

Adjusting the initial research and resources to fit the altered plan took up time and energy, possibly also affecting the candidate's enthusiasm. The candidate is rightly proud of their achievement, recognising how their skills have developed throughout the project.

The feedback and report comments from the assessor at all stages are extremely supportive of the candidate and help in giving insight into the development of the project and the final grading decision.