

Commentary on candidate evidence

Proposal

The title of the project is clear, but the project outline itself lacks clarity in some areas. For example, the interdisciplinary nature of the project could have been made clearer by the candidate referring to the skills gained from their study of History and Geography in the project outline. In light of this, the Grade A criterion for 'substantial links and understanding of possible connections across disciplines contributing to the project' has not been met.

Although not mandatory, it may have been beneficial for the candidate to expand on their justification for selecting the broad contexts of citizenship, economic development and sustainable development.

The candidate has included good reasons for choosing the project, such as the established links between Larbert and South Africa, and the link to their future career choices. There is also good evidence of the consideration of opportunities for the candidate to develop skills, and these are clearly linked to their chosen career path of becoming a teacher in the area of Social Sciences.

There is evidence of the identification of a range of learning environments, including local health centres, which are environments that are less familiar to the candidate. The candidate could have expanded on the specific ways in which these learning environments would be useful to the project.

Plan

The plan shows two clear objectives, with a detailed description of these objectives.

The candidate provided an additional timescale, and this included holidays, prelim exams and other academic commitments.

A lack of depth across this section has resulted in none of the A grade criteria being met. A range of resources is identified but the candidate could have expanded on how these were to be used in the project. Research methodologies were identified but there was a lack of understanding of how to use these effectively.

The candidate did identify some dependencies but there was no clear understanding of how these would affect their ability to carry out the plan. In addition, two problems were identified, but the candidate's contingencies to overcome these problems were very general and did not show a depth of understanding of how the plan would need to be amended to deal with these.

The candidate commented on using a log book to record their skills development, but the comments are very general and do not give enough insight into how they will achieve their developmental needs.

Presentation of project findings/product

The candidate's presentation took the form of a PowerPoint presentation to a group of S3 to S5 secondary school pupils. There is not a lot of detail provided on the content of the presentation and there is limited justification for the presentation method chosen. The main focus is on developing presentation skills to help with the future career choice of secondary school teaching, rather than what is appropriate for the subject and audience.

The candidate has collected feedback from the audience that includes ideas on how the presentation could be improved. The assessor report does acknowledge that the presentation was clear, and that there was evidence of a deepening understanding of subject knowledge across the social sciences, and so the corresponding A grade criterion has been met.

Evaluation of project

All stages of the project have been evaluated. The candidate recognises that they have developed a greater ability to take into consideration others' comments regarding their work. They also recognise that their method of collecting information was quite often limited to using e-mail, and that speaking directly to people on the telephone may have been more effective. There is an attempt by the candidate to discuss both their strengths and weaknesses.

However, greater detail could have been provided when considering whether or not the project aims were met and what they would change about how they carried out the project if they were to do it again. The comments on the assessor report point to this lack of detail resulting in neither A grade criteria being met for this section.

Self-Evaluation

The self-evaluation is detailed. There is an honest evaluation of the development of their skills, clearly linked to the generic and cognitive skills in the proposal. For example, the candidate makes clear comments on how they were able to use subject knowledge from a range of Social Science disciplines to enhance their project. They have shown an understanding of the importance of time management skills when working independently, and there is a clear statement on how they have grown in confidence in their oral presentation skills.

However, none of the Grade A criteria were met, as there was a lack of balance in the self-evaluation, with more emphasis on the candidate's strengths and limited focus on weaknesses.

Overview

This project has been awarded a C grade as it met all the criteria for this grade. Although the candidate has met some Grade A criteria in a number of sections, this is insufficient to award anything other than the C grade given. The candidate's self-evaluation was probably the best section of the project, and they have clearly learned a valuable lesson in listening to constructive feedback.